

**THE CHALLENGES FACING SCHOOL GOVERNING BODIES IN THE
ZEERUST AREA PROJECT OFFICE**

BY

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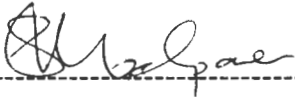
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Above all, thanks to the almighty God who gave me strength to complete this study.

DECLARATION

I, Shima Michael Modipane, hereby declare that the dissertation for the degree of Masters in Business Administration at the North West University, hereby submitted, has not been previously submitted by me for this or any other university. That is my own work in design and execution and that all the materials contained herein have been duly acknowledged.

A handwritten signature in black ink, appearing to read 'Shima Michael Modipane', is written over a horizontal dashed line.

Shima Michael Modipane

ABSTRACT

The challenges facing School Governing Bodies in the Zeerust APO.

The purpose of this study was to determine from literature the nature and scope of school governance and to determine empirically the challenges facing the School Governing Bodies when performing their duties.

The subjects of the study were SGB members (chairpersons, principals, no-educator members, and educator representatives). The responses of 120 respondents were analysed. The findings revealed that the SGB's are having challenges in areas like developing school policies, suspending and recommending expulsion of learners, handling legal issues of the school, visiting school regularly, making alternatives for learners during teacher unions strikes, pregnancy in schools, creating a safe environment, prevention of drug abuse, and time and workload.



On the basis of the challenges identified from the literature and empirical study, the study recommends that regular training of SGB's with specific reference to SASA (1996) should be done. This training should be informed by the needs of the SGB's and the language the SGB members understand best should be used both in the materials and during the training sessions.

List of tables	Pages
Table 4.1 Description of biographical data of School Governing Body members	57
Table 4.2 Duties and responsibilities of the SGB's	61
Table 4.3 Challenges facing SGB's	67
Table 4.4 SGB's views on the challenges facing them in rank order.	73

TABLE OF CONTENTS

CHAPTER 1

	Pages
1. Orientation	1
1.1 Introduction	1
1.2 Statement of the Problem	2
1.3 Purpose of the Study	4
1.4 Key Research Questions	4
1.5 The objectives of the study	4
1.6 The significance of the research	4
1.7 The scope of the study	5
1.8 limitations	5
1.9 Definition of concepts	5
1.10 Overview of the study	7
1.11 Summary	7

CHAPTER 2

2. Literature Review	8
2.1 Introduction	8
2.2 Conceptualization of Governance	8
2.2.1 What is Governance?	8
2.2.2 School Governance	9
2.3 The theoretical framework	10
2.3.1 Bureaucratic Model	10
2.3.1.1 Characteristics of Bureaucratic Model	12
2.3.2 Collegial Model	14
2.3.2.1 Characteristics of Collegial Model	14
2.3.3 Political Model	16
2.4 Being an Effective Governor	18
2.4.1 Working as a Team	18
2.4.2 Working with the School/Knowing the School	20
2.4.3 Working with the Community	22
2.4.4 Meeting	22

2.5	Research Findings from other Countries	23
2.5.1	United States of America	23
2.5.2	United Kingdom	25
2.5.3	Zimbabwe	27
2.5.4	Botswana	28
2.5.5	Kenya	29
2.5.6	South Africa	30
2.5.6.1	Composition of governing bodies	31
2.6	The Duties and Responsibilities of School Governing Bodies	32
2.6.1	The Constitution of the Governing Body	32
2.6.2	Development of School Vision Mission	33
2.6.3	Policy Formulation for the School	34
2.6.4	Adopting the Code of Conduct	34
2.6.5	Maintenance of Discipline	35
2.6.6	Suspension and Expulsion	35
2.6.7	Curriculum	36
2.6.8	School Visit and Excursions	37
2.6.9	Financial Education	38
2.6.9.1	Financial Management of the School	39
2.6.9.2	School Fees	39
2.6.9.3	Budget	40
2.6.9.4	Opening the School's Bank Account	40
2.6.9.5	Keeping Financial Records for the School Funds	41
2.7	Possible Challenges that Cause the Governing Body to be Ineffective	41
2.7.1	Parents Illiteracy	41
2.7.2	The Power Factor	42
2.7.3	The Expertise Factor	42
2.7.4	Time and Workload	43
2.7.5	Training and Development	43
2.7.6	Parents Negative Feelings about the School	43
2.7.7	Parents feel not valued	44
2.8	Challenging issues of Governing Bodies	44
2.8.1	Admission Policy	45
2.8.2	Pregnancy in Schools	45
2.8.3	Religious Policy	45
2.8.4	Maintaining Discipline in Schools	46
2.8.5	Prevention of Drug Abuse	47

2.8.6	Summary	47
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CHAPTER 3

3.	Research Methodology	48
3.1	Introduction	48
3.2	Population and sampling	48
3.2.1	Research approach	49
3.2.1.1	Advantages of Questionnaires	50
3.2.1.2	Disadvantages of Questionnaires	51
3.2.1.3	Questionnaire Construction	52
3.2.1.4	Format and content of the questionnaire	52
3.2.1.5	Validity	53
3.2.1.6	Reliability	54
3.2.1.7	Method of data collection	54
3.2.1.8	Data analysis	54
3.2.1.9	Ethical considerations	55
3.3	Summary	55

CHAPTER 4

4.	Data analysis and interpretation	56
4.1	Introduction	56
4.2	The targeted subjects	56
4.3	Biographical data of the respondents	56
4.3.1	Age of the respondents	59
4.3.2	Gender of the respondents	59
4.3.3	Marital status of the respondents	59
4.3.4	Period of service in the governing body	59
4.3.5	The position occupied by respondents in the governing bodies	60
4.3.6	Highest academic qualifications of respondents	60
4.4	The challenges facing the SGB members	60
4.5	Challenging issues for governing bodies	66
4.6	School Governing Body members view's on other challenges facing them	72
4.7	Other challenges	74
4.8	Summary	75

CHAPTER 5

5. Summary, findings, recommendations and conclusion	76
5.1 Introduction	76
5.2 Summary of main findings	76
5.3 Discussions	77
5.4 Recommendations	79
5.5 Conclusion	80
6. Bibliography	81
7. Appendix	89
Questionnaire	

CHAPTER 1

Orientation

1.1 Introduction

Prior to 1994 education was regarded as the competence of the teachers and parental involvement was minimal (Mothata & Mda, 2000:91). There was a requirement that every school should appoint a school committee, however, these laws differed from homeland to another. The election of governing bodies did not bring parents any closer to the governance and management of the schools (Carver, 2000:28).

In the rural areas the situation was even worse because of gender inequality and migrant labour system. Although the majority of the attendees at meetings where school committees were elected were women, custom-based prejudice against them made it difficult for a woman to be elected into office, (Department of Education, 1997:30). Given that younger men, the children's father, were always away or looking for employment in big cities the only obvious candidates were older illiterate men. In addition to being restricted by their literacy level, they later would have very little interest in the affairs of the school. Mothata and Mda (2000:64) note in this regard that, the situation resulted in principals becoming the highest authority, having unassailable powers and control all over activities in their respective schools. A principal could make unilateral decisions on both professional and governance matters, like school fees, staff recruitment, selection and employment of staff, staff and learner discipline and staff supervision. The school committees were directed and dictated to by the principal with the result that they were completely alienated from school governance.

The principal was only answerable to the department of education through the circuit office (Duma, 1995:39). The circuit offices, principals and school committees were an extension of the top-down bureaucracy of the department of education. With this top-down control, it was unthinkable for circuit offices to engage in programmes that would

empower committees for meaningful participation in education. The circuit offices together with school committees were no more than administration offices, which could not respond to community needs. Learners, parents and teachers did not, therefore, have sufficient participation in the governance of their schools (Lea, 2002:89).

Following the new political dispensation of 1994 the whole structure of education in South Africa changed. The democratic constitution of the country laid a foundation for the establishment of the new education system. The South African Schools Act, No 84 of 1996, hereinafter referred to as SASA, was enacted. In terms of section 16(1) of this Act, the governance of all public schools is vested in their School Governing Bodies (SGBs). According to Department of Education (1997: 32) the functions of the SGB include among others to:

- Adopt a code of conduct;
- Administer and control the school's property, buildings and grounds;
- Make recommendations regarding the appointment of educators and non-educators to the Head of Department; and
- Support the principal¹ educators and other staff in the performance of their professional functions.

1.2 Statement of the problem

Changes ushered in by the post 1994 political dispensation in South Africa have had an influence on other social institutions. In the field of education one of such major change was with regard to school governance. The School Governing Bodies have taken over the roles of school committees. Not only are the SGB democratically elected and seen as legitimate in their communities, but they also have more powers and authority than the former school committees.

In spite of the change and increase in the power and authority of SGBs, the majority of their members in rural areas do not seem to differentiate between their roles and

responsibilities and those of former school committees (Department of Education, 2000). Because of the influence of the old top-down management system in education, many SGBs in rural areas tend to view their schools as closed systems that are independent of the external factors such as economy, politics etc (Mothata & Mda 2000:76). Hence they only concern themselves with what takes place inside the school. Supposedly they do not understand that the new legislative framework regarding education encourages them to see the school as an open learning system. A system that they should keep efficiently and effectively functional. It is also not uncommon to hear of conflicts between educators and SGB's that emanate from the latter's failure to distinguish between their governance function and the professional functions of educators (Mabena & Perception, 2000:49).

The challenge with regard to school governance in rural schools is not with regard to having people to serve in the SGB, but how to get them involved meaningfully in the actual governance of schools once they have been elected. Very few SGB's have effectively executed their basic responsibilities like drafting a development plan, formulating a school policy, establishing and maintaining a sound financial control system, or even drafting their constitution in other instances (Department of Education, 200:71). Because of their failure in this regard, SGBs in rural areas are not always seen as providing alternative leadership that differs from the top-down style that characterized the school committee era (Bullivant 1998:98). The SGB's still rely on the principal and the institutional support coordinators for guidance on major decisions that are the competence of the SGBs. For the SGB to carry out their work effectively, their challenges need to be surfaced through empirical investigation and addressed accordingly.

The following question provides the focus of the study:

What challenges face the SGBs when they carry out their duties?

Having outlined and demarcated the research problem, the purpose of the study will be elucidated in the next section.

1.3 Purpose of the study

The main purpose of this study is to highlight the problems that School Governing Bodies encounter in performing their duties. Specifically the study aims at identifying the aspects of SGBs which the respondents consider as problems and therefore require urgent attention

1.4 Key research questions

The research questions that emanate from the aims elucidated above and which this research seeks to answer are:

- What challenges are SGB's faced with while executing their tasks?
- What recommendations can be made that may assist SGB's to overcome such challenges?

1.5 The objectives of the study

The objective of this study is to determine the major problems that School Governing Body members face so that when they are known and removed they will be able to function more effectively.

1.6 The Significance of the research

The significance of this research includes among others to throw some light on the question of governance in schools in the Zeerust APO of the North West Province. The researcher hopes to make some new discoveries that would help to enhance the performance of the school governing bodies especially in the rural schools. Apart from new discoveries this research will highlight the school governance related problems and

hindrances that have been there since the inception of the school governing bodies. It is hoped that the research will assist the APO, clusters, SGB members, school managers, educators and communities in their planning for education. It is also hoped that it would help the researcher increase his knowledge, sharpen his insight to make a meaningful contributions to the profession, by suggesting ways in which the APO could realign it's duties in order to build stronger and effective school governing bodies (Tuckman, 1996:24). Research findings may also serve as points of further enquiry regarding specific issues of school governance.

1.7 The scope of the study

The study has been conducted in the Zeerust Area Project office in the Ramotshere Moiloa local municipality of the North West province

1.8 Limitations

The study was focusing on Zeerust APO as its population. As a result the findings of this study cannot be generalized.

1.9 Definition of concepts

Zeerust Area Project Office (ZAPO)

Zeerust Area Project office refers to an area specifically demarcated for educational management purposes. It is comprised of four clusters, Motswedi, Lerato, Nietverdiend, and Zeerust, which include rural villages, townships and a suburb, which share a total of 112 schools.

Cluster

A cluster refers to an educational area demarcated for educational management purposes. It comprises of a number of primary and secondary schools and the administrative

functions relating there to are performed by a person in the employ of the Department of Education designated as an Institutional Support Coordinator (ISC) (The Department of Education 1997:32).

Institutional Support Coordinator (ISC) (former circuit manager)

ISC refers to an inspector of education in control of education in a specific cluster within an Area Project Office.

School Governing Body (SGB)

A school governing body refers to a body established under section 24 of South African Schools Act 84 of 1996 for the purpose of promoting participation of the people of the province in governance of public schools

Rural Area



Rural in this study refers to of or in the country as opposed to a town or city (Donald, 1999:25). It refers to an area ruled by the traditional leader (Kgosi or chief). Often these are the areas that are several kilometers away from towns or cities. Common features in these areas are lack of proper roads, electricity, running water and the rearing of livestock.

A Challenge

A challenge is a difficult, demanding or stimulating task

1.10 Overview of the study

Since the research report was presented in a five-chapter format, milestone for this research are outlined on the basis of envisaged chapter outline of the dissertation. The schedule of progress is summarised as follows:

Chapter	Content/Task
1	Introduction and background
2	Literature review
3	Research method (collection and coding of data
4	Data analysis and interpretation
5	Summary of findings and recommendations

1.11 Summary

In this introductory chapter, a brief background to the study is provided outlining the problem to be investigated and formulating aims of the study.

Chapter 2

LITERATURE REVIEW

2.1 Introduction

In the review of literature a thorough study of secondary and primary sources was conducted. The key concepts for searching are:

- Governance
- School governance
- Governing body
- The role of school governing bodies

This chapter focuses on an overview of school governance. This is because school governance plays a pertinent role in the success of the school. For the school to attain excellence, the participation of the school governing body is very important. There is a concern about school governing bodies on how far they should go in exercising their powers and duties. Developed countries like United States of America and Britain do provide programmes for the training of their school governors (Lemmer and Squelch, 1993: 37).

The powers, duties and responsibilities of school governing bodies will be discussed. The relationship between school governors and professionals will also be given attention especially in relation to the curriculum. The challenges that governing bodies are faced with will also be looked into. The major part of this chapter will be devoted to the components of the school governing bodies.

2.2 Conceptualization of governance

2.2.1 What is governance?

According to Legotlo (1995:59) governance refers to the broad structures and processes of how individuals or all role players, participants interact with each other, influence with

each other and communicate with the larger environment. Governance means “the act of governing”. It means guiding or ruling an organization.

Governance is defined as the laws, regulations and administrative techniques through which the state agencies define, seek to enforce, limits on local discretion in allocating and delivering of services (Turmbull, 1985:338). Governance is a wide array of externally determined constraints and opportunities surrounding the policy of running a particular company or organization with the aim of making deliverance services efficient and pleasing to the client or customer.

2.2.2 School governance

School governance is the fulfillment of a public duty of service needed by school to provide a service to community. This ensures that schools provide education that parents and society view as being relevant to the needs of their children. It is a way of involving the public in the running of schools. It is a means to provide a visible form of accountability for the public in the running of schools. Without involvement of governors, there will be the exclusion of public involvement and opportunity of parents and community to exercise influence in schools which will be missed for good (Hardings, 1987:4-5 & Siyakhula Trust, 2002: 43)

Furthermore, Hardings (1987:5) in defining a governor, states that being a governor means two things for individuals concerned. First, it means working as a member of governing body for the best interest of the school in all its aspects. Second, it means representing others, namely those who either appointed or elected the governor.

The school governing body is responsible for defining the school climate and setting expectations for learners, parents and educators. School governance is a process by which decisions are made about the control of public education (Department of Education 1997:34). Every school has to have a governing body. This governing body has to approve the plans, budgets and actions of the principal and staff. School governing bodies

do demonstrate an increased commitment to democracy (Tody, 1997:40). A governing body is a statutory or legal body of people who are elected to govern a school. According to Rebores (1984:4), school governance is a social process concerned with identifying, maintaining, stimulating, controlling and unifying, and internally organised human and material resources. It is a way of formulating and recommending personnel policies necessary for the efficient functioning of the school staff and all school organs. It provides for the advancement of society and individual citizens. It is a body to formulate policies for the organization and the administration of local schools.

2.3 The theoretical framework

According to Legotlo (1995:94) there are three organizational models discussed namely bureaucratic, collegial and political models. The said concepts are related to school governance. The models may help to understand the nature and scope of governance. The three organizational models will be discussed as follows:

2.3.1 Bureaucratic Model

Weber (1987:47) regarded bureaucracy as a rational and efficient model for the administration of an institution. It is defined as the formal hierarchy of authority as well as shared commitments to good achievements. It is a means to enhance rational decision making. Weber regarded bureaucratic models as the most efficient form of administrative organization. Hierarchy in bureaucracy fosters a rational and consistent pursuit of organizational aims and objectives (Knezevich, 1984:28 and Scott, 1981:236).

Bureaucracy is rigid and wasteful. There is a hierarchical chain of responsibility through division of labour and specification of tasks performed by different members of the organization. There are rules and regulations which specify the rights and responsibilities which accrue to different positions in the organizations and how the task of each position is carried out. Key aspects of bureaucracy imply concentration of control in the top

hierarchy. Control is exerted in order to co-ordinate the activities of the organization so that they may serve the organization's purpose with maximum efficiency.

It is designed to accomplish large scale administrative tasks related to the organizational programme. The larger the organization, the more complex and the greater the number of positions between the leader and the ordinary member of the teaching staff in the secondary school. If the stratification is high, the relationship between the leader and the ordinary is very weak. Some departments or individuals may be isolated from the leader and interaction may turn to be weak and poor (Legotlo, 1995:94). The governing bodies should be careful to take into account bureaucratic shortcomings when decisions are to be taken in so far as school governance is concerned.

Bureaucracy dominates the activities which are to be carried out although it may yield efficient results. The bureaucratic model is dehumanizing. It stresses hierarchy and formalization. Bureaucratic efficiency is brought about by the degree of advanced specification. The appropriateness of bureaucracy depends on the nature of the activity to be carried out. Bureaucracy may be efficient for routine production of goods and service with a stable and specific technology in a stable environment (Lauglo, 1985:20-21).

Experts with much experience are the best qualified to make technically correct decisions. Disciplined performance governed by abstract rules and co-ordinated by the authority of hierarchy fosters a rational and consistent pursuit of organizational objectives. Bureaucracy implies a morass of red tape faced by people who should deal with it, as well as rigid application of organizational rules and regulations (Knezevich, 1984:29).

The bureaucratic model was designed to facilitate decision making and was less concerned with human relations and leadership. It insists upon following carefully prescribed procedures of operation. It does not recognize that human beings are unpredictable in behaviour and that it is not easy to achieve maximum efficiency in

organizations. Weber who contributed to the formulation of this theory was insensitive to human factors (Legotlo, 1995:94 and Knezevich, 1984:29).

2.3.1.1 Characteristics of a Bureaucratic Model

According to Knezevich (1984:28), Weber, one of the developers of the model, summarized the characteristics of bureaucracy as follows:

- Division of labour based on specialization of talents;
- Well-defined hierarchy of authority with superior and sub-ordinate relations clearly defined and formally indicated;
- A system of rules and regulations which clarify the rights and duties of the incumbents;
- A statement covering work to be performed;
- Impersonality prevailing in interpersonal relations, that is, no favouritism to friends or those with special emphasis on maintaining, social distance between persons employed in positions at different levels in organizational hierarchy; and
- A commitment to merit, objectivity determined in the selection and assignment of persons to various positions. Technical qualifications and past performances or experiences rather than political, social, family or other connections were to be used in position determination for persons employed.

Legotlo (1995:95) argues that an organizational chart may show the relationship between an ordinary teacher and the principal. There may be three to four levels between the principal and the teacher. Information may reach the teacher already distorted. With fewer levels of communication, this distortion may not happen. Some secondary schools and colleges may show characteristics of a bureaucracy. Principals are not elected by teachers but are appointed by the Department of Education. Ranks are recognized and respected. Schools may be viewed as a formalised hierarchy. The regulations are set to specify relationships. The Bureaucratic model does explain how policies are formulated.

This model has been criticized because Weber stressed mechanical procedures and failed to understand human factors regarding productivity and efficiency. Weber (1987:49) paid little heed to human or psychological elements within productive enterprise. Bureaucracy increased productivity. It is a rigid enforcement and extensive official procedures. Bureaucracy limits the scope of a decision authority for individual in various positions. It sets formal rules and the flow of information through channels. It has to show the importance of authority and power as a means of establishing social control (Knezevich, 1984:29 and Legotlo, 1995:95).

Weber's model of bureaucracy tends to overlook the differences between authority based on the office and on that basis expertise or technical qualifications. Work is to be subdivided and hierarchically co-ordinated or left intact and delegated to a professional work force. Bureaucracy provides more complete information concerning the relation between professional employees and organizational structure (Scott, 1981:241-242).

The bureaucrat's official life is planned for him or her in terms of a graded career through organizational devices of promotion by seniority designed for disciplined action and conformity to the official regulations. The official is tacitly expected adopt his or her thoughts, feelings and actions to the prospect of the career. There is just conformity and strict adherence to regulations adherence to regulations which induce timid conservatism and provides little opportunity for rank and file worker to satisfy the higher order. There is no room for self actualization in the bureaucratic model. It is less concerned about safety and esteem. Instead it may bring widespread hostility and rejection of goals of management. It creates failure and frustration and conflict on the part of the worker. Workers with the lower skills and socio-economic levels regard their work as merely a way to earn a living (Krech, 1962:503).

A chain of responsibility plays an important role in school governance. Wastefulness and hostility to changes may be exploited if understood well and they may help to maximize efficiency of school governance (Launglo, 1985:20). It is only when the strong points of bureaucracy are fully utilized and the model properly understood that a better situation in school governance may be highlighted and the disadvantages minimized to the advantage of school governance.

2.3.2 Collegial Model

According to Legotlo (1995:95), the collegial model may be defined as a collegiums or community of scholars. In this model, academic or teaching staff is encouraged to participate in decision making. The model emphasizes personal interaction between all parties involved. There should be consultation between teachers, parents and students as consultation is democratically orientated (Legotlo, 1995:95). There is voluntary self-enforcement in the collegial model. There is co-operation between the senior officials and subordinates. Subordinates enforce compliance (Hall, 1982:36).

2.3.2.1 Characteristics of Collegial Model

According to the writings of Hall (1992:33-34) the collegial model has characteristics that may be summarized as follows:

- Authority resides in the collectivity as a whole. Delegated compliance is to be the consensus of the collectivity which is fluid and open to negotiation;
- Minimal stipulated rules, individual decisions and some calculability is possible on the basis of knowing the substantive ethics involved in the situation;
- Social controls are primarily based on personalistic and moralistic appeals and selection of homogeneous personnel;
- Ideals of community and relations are to be holistic and of personal value in themselves.
- Employment is based on friends, socio-political values, personality attributes and informal knowledge and skills;
- Concept of career advancement is not meaningful. There is no hierarchy of positions;
- Normative and solidarity incentives are primary. Material incentives are secondary whereas in bureaucratic model material incentives are primary;

- Egalitarian reward differentials, if any, are strictly limited by collectivity or collegial model;
- Minimal division of labour, administration is combined with performance. Tasks division between intellectual and manual work is reduced; and
- There is generalization of jobs and functions. There are also holistic roles as against maximal specialization.

Work is done through dynamic consensus rather than through superordinate and subordinate of persons or groups. Teachers hold authority on the basis of knowledge rather than position as in the case of the bureaucratic model. There is power-sharing with commitment to hard work and satisfaction of the aspiration of the community. Consultation plays a vital role in collegial system. There is emphasis on collective responsibility and accountability. The emphasis is on shared decision making. The principal, in the case of school governance is not seen as the final person in the chain of decision making, but as the first among equals (Legotlo, 1995:95; Schwartzman, 1995:12). Shared decision making requires a fundamental restructuring of the process and practices of educational school governance.

Collegiality is marked by a sense of mutual respect for opinions of others. There is emphasis on good scholarship and effective school governance and effective teaching and learning go hand in hand. Egalitarian reward and democratic administration and professionalism are considered as very important. All members are given an opportunity to make a contribution towards the welfare of the school in general. There is no sign of a boss in the case of the principal. The principal is to build good rapport among teachers and students at all costs. Teachers and students should feel comfortable in supporting each other. Governing bodies have the profound responsibility to speak on behalf of the children. They should advocate for socio-economic improvement of co-ordinated services and ensure that children receive required services. Through the collegial model, governing bodies may become effective in school governance (Legotlo, 1995:96; Campbell & Greene 1994:394).

There is specialization and professional competence without dehumanizing the teachers as teachers are given the required mutual respect. Administration is not centralized like in the case of the bureaucratic model. Opportunities of self-fulfillment are encouraged at all costs. The teachers and principals are given a chance to be innovative and creative. Decision making is not done by top management alone. It is the joint effort of all parties involved. There is room for self-fulfillment and training of members is the prerogative of the governing bodies (Scott, 1981:241 and Hall, 1992:36).

There is always a fair chance for each individual. Each individual is given an opportunity to express his or her feelings about the subject matter. Discussions influence issues as they come up. The principal is not seen as the boss but as a colleague and the first among the equals (Legotlo, 1995:96).

2.3.3 Political Model



The political model involves acquiring, developing and using power to obtain the desired goals or objectives (Legotlo, 1995:78). Each group is concerned about acquiring a lion share from the available resources at the expense of other groups. For example, a group may pressurize a school governing body to agree to even some of the most impossible demands. Procedure may not be considered in negotiations or at the bargaining table. At times negotiating teams may not be honest with each other and not negotiate in good faith. Each group is concerned with bargaining for more, for its members. Human psychology is used to cripple the opponent. Threats and demands may be used (Knezevich, 1984:29).

Organizations should be understood as political entities as various groups struggle for control. There may be presence of contradictions within the organization. Class interest may play an important role in the contradiction process. A single organization may play multiple strategies in order to bargain more for the members or certain individuals in the group. Under the political model, indoctrination may be used effectively for political purpose. It may be used to win the support. For instance, Red China under Chairman

Mao Tsetung, used indoctrination in order to mobilize support. Organizations may be shaped to be part of the process of political change and development. The idea had to be popular without necessarily being correct. Overriding of the importance of the organization may be underscored by the use of poor reasoning and political purpose (Hall, 1992:122-123).

Students and teachers may want to have more powers, if not absolute power, at the expense of each other. They may be interested in contributing to the preparation of the budget, setting of school funds and student levy. Teachers on the other side may demand from management certain powers of control of sensitive issues. This may bring conflict of interest between teachers, students, parents and even school management, in particular the principal (Legotlo, 1995:97). The political model, unlike the collegial model has no room for mutual respect for another group.

For instance, a clash of interest was aroused between the parents and students in the Maritzburg district over the inclusion of corporal punishment in the South African Schools bill. Parents in one of the secondary schools pressurized the principal demanding corporal punishment for their children. That was rejected by the Congress of South African Students (COSAS). COSAS would need none of it. COSAS and the South African Democratic Teachers Union (SADTU) demanded that private institutions should no longer be subsidized by the government. This was challenged by the private institutions, claiming that it will be the end of quality education which is offered by the private institutions (Madlala, 1996:11).

The National Professional Teacher's Organization (NAPTOSA) and the Afrikaner-bond were in favour of the inclusion of corporal punishment in the South African School bill. This shows that there are strong differences of opinion over certain issues in a single education system for all the country's children (Madlala, 1996:11). Debates are based on the political model in which each group is not prepared to make consensus. It is the idea of winner takes all.

SADTU is of the opinion that there should be equal representative of teachers, parents and students in the school governing bodies of the secondary schools. On the other hand NAPTOSA expressed concern about the participation of students in certain matters of governance. It is against the involvement of students in school governance as it gives them much power. NAPTOSA is of the opinion that it is imperative that it be stipulated that the learner members of the governing bodies not be involved in any process which affects selection, interviewing, appointment or discipline of staff. This clearly shows how each group is interested in bargaining for its members even if it may have negative impact on them. A disciplinary mechanism is important but the Ministry of Education and training is reluctant to include corporal punishment in the bill (Madlala, 1996:11). Furthermore the Ministry of Education has rejected in totality the demand of the Pan Africanist Congress (PAC) that transformation forums be granted statutory powers (Mampuru, 1996:59). This shows how a political model may play an important role in school governance. A lot of work may not go well due to political pressure and this may affect school governance negatively.

2.4 Being an Effective Governor

Being an effective governing body means working together, working with the school and community. Wragg and Parkington (1995:64) state that if a governing body is to be effective, then a group of individuals, some of whom may have never met before, must become a team and set out work for the good of the school and its community. The governing body should keep up to date about what is going on in education generally and in a school in particular by pulling the talents and knowledge of politicians, parents, teachers and others in the locality to facilitate the successful running of the school.

2.4.1 Working as a Team

The Department of Education (1997:20) states that the governing body has a lot of work to do and for it to be successful it must work as a team. To ensure that the governing

body runs smoothly, it must elect office bearers to co-ordinate its activities. The office bearers should be elected from the whole governing body at its first meeting.

The Department of Education (1997:22) further states that; even if the executive committee is responsible for the day to day running of the governing body, this does not mean that members should leave everything to the committee. Everyone in the governing body has to make a meaningful contribution so that decisions are shared and owned by all stakeholders. Members of a smooth-running governing body that works well, have to participate fully, be committed and be united around goals and policies. And it is the responsibility of the chairperson to ensure that this happens by his/her own leadership.

It further explains that one way of sharing the work is to form committees to do special work, for example, a committee may deal with staffing, finances, fund raising or premises. The committees should consider their minutes and accept them formally. The official decision is taken by the governing body at the proper meeting. The committees have no authority to make binding decision but they can only make recommendation to the governing body.

The governing body is made of different people with different personalities and opinions, this mean that these people may be in conflict with each other. So one of the challenges for the governing body is to find ways of working together. Otherwise, the main goal of improving the quality of education in the school will not be reached. The governing body team needs to trust and respect each other. Trust is built when one gets to know others' beliefs, values, interests and strengths. As trust develops over time, members will be more open to sharing their opinions, taking risks and resolving conflict in a positive way (Department of Education, 1997:23). Deciding on how they want to work together is another way of promoting teamwork. The Department of Education (1997:23) describes the characteristics of a good team as follows:

- The members value each other;
- The members look ahead and share their goals, values and principles;
- The work is shared;
- The way of working is agreed on;

- New members are accepted and welcomed;
- Big tasks are divided and shared;
- The chairperson does his/her job properly;
- The team takes responsibility if things go wrong;
- The members support and encourage each other;
- The members communicate with each other regularly;
- There is a high level of co-operation;
- Every member is involved; and
- The members respect each other.

The Department of Education (1997:23) further states that members of the governing body should try to understand what causes conflict and deal with that. Conflict is often caused by members:

- Not being clear about their responsibilities;
- Not doing their task duties (not being accountable);
- Not consulting or not sharing information;
- Forming little group and leaving other out; and
- Who won't work as a team.

To be able to deal with conflict, members should:

- Acknowledge the conflict and admit that there is a problem;
- Define the conflict and agree on what the problem is and what is causing it;
- Plan on how to deal with the conflict;
- Discuss the problem openly; and
- Work out a way of sorting out the problem.

2.4.2 Working with the school/ knowing the school

Governors have a wide range of legal responsibility and are required to make decisions on many topics affecting the future of their schools, sometimes with far-reaching

consequences. Without a sound and detailed knowledge of the school it is difficult to see how such decisions can be taken properly. To know the school in some depth requires a governor time and willingness to learn and understand (Creese, 1995:10).

Different members of the governing body have to get to know the school in different ways. Teachers and other members of staff may know something about the school that parents and learners may not know. Learners also have a different knowledge of the school because of their classroom experiences. It is important that everyone shares his/her knowledge with fellow members. One of the easier and quickest ways of finding out about the school is to ask the principal, (Department of Education, 1997:41).

An even more personal way is to arrange visits to the school. Visiting the school regularly will directly and indirectly help to foster good governor-teachers relationship by establishing the necessary atmosphere of mutual trust and respect. However, the visits should not interfere in the day-to-day business of the school. The governor should make arrangement with the principal first. These visits could include visits to the classrooms, assembly, sport matches, the staff room or the school ground (First Steps Department of Education, 1997:42). It is through such amicable conduct that a governor becomes a trusted and respected member of the school community, and discovers the way in which he/she can best help (Wragg and Parkington, 1987:24).

According to Creese (1995:10) governors who visit the school only for governors meetings and for formal school functions are failing to obtain the fully rounded view of the school. This is emphasized by Leonard (1989:16) stating that to be fully effective, each governor needs to know more about the school than he or she can readily learn from attending meetings and formal gatherings. He further argues that a governor needs to become involved: to get to know at first hand something about the school; to have some personal contact with its staff; to see a little of what is taught, and to see for himself any problem concerning the buildings and equipments which are under discussions in governors meetings.

Holt and Hinds (1994:23) also argue that “at a certain distance you can see a tree but not a grain of any individual tree; the governor cannot see what learning is like in the classroom; can see an argument for the science equipment; but cannot see the life of learning science in the classroom. The consequences are that the governor may have to change positions and angles of vision, frequently. That is the governor should stay where he or she can see the wood for the tree- the school as a whole.

2.4.3 Working with the Community

The Department of Education (1997:57) states that a school is part of a larger community, in which it is situated; as such it is important that the governing body recognizes this, and makes every effort to get the community involved in schools. If the community sees that the school is trying to provide the best education possible for its children, then it will want to do a lot to help the school, especially in the areas of raising funds that may not otherwise be available. An effective governing body will get the school community involved in the work of the governing body. This will lighten its workload. This means that the governing body should try to learn about the needs of the community and the activities carried out by the community.

2.4.4 Meetings

The Department of Education (1997:26) explains that meetings are an opportunity for school governing bodies to share information, plan for the future, check their progress and also to solve problems, as such they have to be well organized and properly chaired. Bullivant (1998:32) also argues that governors’ meetings must be held at least once in each term. Dates and times are usually arranged at least a term in advance. He says that every effort should be made to attend, and stay for the whole meeting. If this is possible, a governor must send a written apology in advance to the clerk or the chairperson. Schools are best served by a united governing body which uses its term meetings efficiently and effectively.

Meetings may be held in school time, which means a governor can see the school in action. Evening meetings may mean more people can attend, although that is not always an advantage. A mixture of day and evening meetings may help most people to attend owing to the varied peoples' commitment (Bullivant, 1998:31).

- **Agenda:** Bullivant (1998:32) argues that about a week before the meeting, a governor should receive the agenda, which gives details of the meeting and a list of the business. The head teacher's report and other papers should be included in the agenda. A governor should make time to go through the papers marking any points about which he or she has a question or anything which is not there which he or she want to ask for.
- **Minutes:** Minutes have to be recorded of who was present, what was done and what was decided. They serve as a record of all discussion points. The chairperson will sign the minutes and a copy will be kept in a school, which may be consulted by school staff, parents of registered learners and learners themselves.

2.5 Research Findings from other Countries

The objective of this section is to study the structure of the school governance in some developed and developing countries. The examples of developed countries are United States of America and Britain. South Africa, Zimbabwe, Botswana and Kenya are developing countries. Each country will be discussed separately.

2.5.1 The United States of America (USA)

This section shows how school governance is maintained in the USA, which offers a particularly interesting case at the moment. Centralization and decentralized forces are at work simultaneously. The United States has, traditionally, one of the world's most

decentralized education systems. This system was described as a national system, which is locally administered (Kirst & Bulkley, 2000).

The increasing centralized of authority was the history of public education in the USA. The common school concept emerged when the USA was an agrarian state; this was a consolidation of school with the establishment of city school districts. The rural schools were centralized and new bureaucratic patterns of educational organization were pioneered by school (Kirst & Bulkley, 2000).

Because education was free from politics, the teaching profession became weak and the society as represented by the state was inactive. The economic growth and efficiency of teachers were the concerns of the state. Certain basic standards for teacher certificate were set, rural schools were consolidated and financial assistance was provided (Hall, 1992).

The board members are elected in such a way that the whole community is represented. Each school policy is based on particular needs, subcommittees or ethnic groups. The district and wards or combination of the district and wards elect members. The main concerns of the school boards are the economic development of their districts, whereby, unions are very influential in the election of school board members (Kirst & Bulkley, 2000).

Governance of public schools in the USA is complex as multiple players and decision makers are incorporated. The school boards are not the institution to determine what will or will not occur in schools. Citizens continue to exercise effective control; democratically elected school boards are the key cornerstones of local school governance (Danzberger, 1994).

Between the 1950s and 1970s the Federal Courts against the communities filed civil rights suits. The inequalities among the communities needed to be corrected by the Federal Courts. The local decisions about the nature and distribution of educational

services were constrained by national and state guidelines. The participation of the state in financing school operations, school building and transport was increased (Hall, 1992). The quality of student achievement became a national concern in the 1970s and 1980s. Competency examinations did not produce higher standards. The matter of efficiency and production were less effective to the government. There was a feeling to pursue efficiency and equity through decentralized and centralized authority (Mc Cloud & Mc Kenzie 1994, 80).

Effective school governance was needed to improve school standards. The development of a vision for schooling, setting of goals, and strategic plans to achieve goals and to ensure coherence was needed. It was the duty of board members to communicate progress towards community goals (Danzberger, 1994)

The school boards are responsible for staff development. Teachers are developed and encouraged to live a satisfying and stimulating personal life, creating a platform to involve them in the planning and execution of the programme. The teachers are trained to acquire skills to make them effective and confident through programmes. The aim of the school boards is to reach further into the community and bring local citizens into more active participants in the formulation of the education policy. They ensure that all students have an opportunity to achieve their potentialities (Danzberger, 1994).

2.5.2 United Kingdom



Britain has one of the most decentralized educational systems as the systems are locally administered. The local education authorities together with the national government set financial constraints with the government. Most pedagogical decisions were at school level after 1986 with the key decision makers' principles (Thomas, 1992).

All major political parties advocated the national curriculum during the general elections of 1987. The nationally mandated core curriculum was provided by the Education Reform Act of 1988. The study guide for each core subject defining the minimum

content and competency of learners was prepared. The government authority over curriculum expansion left schools complete discretion over the implementation of the curriculum. Schools are granted powers of control over admission, budget allocation appointment and dismissal of both teaching and non-teaching staff (Thomas, 1992).

School governing bodies consist of appointed and co-opted governors. Governors are to serve for four years, with parent governors completing their office term even if their children have left school. Vacancies would be filled if parent volunteers were served as governors of Local Education Authority (LEA). The number of governors would depend on the number of pupils in the school as well as the school category (Preedy, 1993:57).

In the early 1980's it was found out that the local authority set the framework for governing bodies functions, power and behaviour modes. In England school governors have been regarded as one dimension of the way in which schools relate to external environment.

More recently the Leverhulme Trust funded the research project focused on parent governors found that democratic aims of greater parental representation of 1980's legislation were not totally fulfilled. Parent governors wanted to work co-operatively with schools in achieving certain goals but were often confused about their role (Preedy, 1993:65). However, a survey by Scalon (1999:34) suggested that governors are not always truly representatives of the communities served by the schools, thus making the majority parents in-active (Preedy, 1993:54).

Two types of training for school governors were offered in UK. In the first training emphasis was on individual schools, key issue. The second one was run by the LEA officer for governors with specific responsibility, for example for chairpersons, to chair effective meetings. The main focus of this training was to meet different needs depending on experience of individual governors. Both the school and the governing body will benefit by raising awareness through increased knowledge and confidence (Preedy, 1993:58).

For governors training to be successful it must be adequately resourced in terms of finance and personnel. The government should support initiatives in governors training as it has done through educational support grants from 1967-1990. To be a school governor it needs time and commitment and for wise decision both knowledge and experience are essential (Moate, 1996).

2.5.3 Zimbabwe

In Zimbabwe, the government retains the degree of responsibility and control in secondary schools. Educators are under regular inspection by the ministry of Education and Culture (Edwards, 1992:27).

- **Composition of Governing Bodies**

The school boards are elected from the parents whose children are attending that particular school. The principal is an ex-officio member of the school board. The educator is also represented at all opening hearings on all matters affecting the school. The educator assists with the conditions and financial needs of the system (Edwards, 2000:101).

- **The Responsibilities of School Governing Bodies**

The school board controls the school finance. However, the school board lacks a practical understanding of the difficulties experienced in handling large classes and working with inadequate supplies and equipment. The educator assists the school board in the management of school fees (Edwards, 2000:103).

Furthermore, the school boards help to fulfill the family expectation by setting high educational standards for their children. The school board neutralizes, absorbs and helps

those who are in destitute and despair to have hope and sing a song that will echo through all generations to come (Mungazi, 1992:114).

The school boards, moreover, help to motivate an individual to develop in accordance with his or her abilities. People should be prepared to rule out selfish interest and accept the responsibility that goes along with the right to determine their own way of life.

2.5.4 Botswana

In Botswana there were challenging issues, which inhibited the efficiency and effectiveness of community schools. Those challenging issues were policy related, location of the schools, schools and community relations and school governance. The board of the governors was to be charged with the responsibility of school governance.

- **Composition of School Governing boards**

The schools board members are representatives of the communities. Seven members are elected by the local community and parents in a particular school. The second representative comes from the local members of the parliament. The local authority also sends its representative. The district commissioner is also included in the body. There is also one nominee for the permanent secretary and the Ministry of Education on the school governing bodies (Moate, 1996). According to Kogan (1994:95) there is a joint responsibility between parents and school management. The structure is in fact the power-base of the school governance. The district commissioner supervises elections while the school manager is the chairperson of the board.

- **Responsibilities of the Governing Body**

The governing bodies, according to Poston (1994:05) are responsible for policy development, legal problems, and maintenance of classrooms, care of school premises, fund raising and drawing of the school budget. Nonetheless, the governing bodies in

Botswana are similar to those in South Africa schools; the public has little understanding of how they actually work. Furthermore, the governing bodies are responsible for the maintenance of discipline.

According to Mannathoko (1992:75) the governing bodies in Botswana are responsible for the following:

- Administration of the school;
- Admission of learners;
- Management, promotion and discipline of both educators and learners;
- Determination and conduction of examinations;
- Determination of educational tours;
- Provision of annual financial statement to the community;
- Establishment of the recreational facilities for the school;
- Maintenance of school buildings and property;
- School supervision;
- Provision of all necessary facilities for the school;
- Assist staff and educators to find accommodation in the area;
- The principal is answerable to the school manager and the school board;
- Enter contractual agreement with the employees; and
- Employment of and termination of non educating staff;

The school governors have the responsibility of developing a curriculum on the school. However educators do not feel comfortable with the involvement of lay people in the development of the curriculum and related matters (Kogan, 1984:118, Mannathoko, 1992:57). The principal, who acts as its secretary, is responsible for the implementation of the decisions of the school board, reporting to the school board, writing proposals and strengthening the linkages between the school and the community.

2.5.5 Kenya

In Kenya the Ministry of Education controls the secondary education whereas primary education was controlled by local authority. People have little say in the administration

and management of education as education in Kenya is centralized (Obudno, 1983:81 and Duma, 1995:53-54).

However, parents were involved in the establishment of Harambee schools. Harambee implies “Let us pull together” Muslim and Christians set up their religious doctrines. Parents and communities felt that they should establish and support their own schools. The governance of such schools was in fact in the hands of local leaders such as chiefs and educators (Obundho, 1983:83 and Duma, 1995:53-54). Parents established schools but left them in the hands of the principal and the educators. So it means parents were not much involved in the governance of the schools. It was believed that only the educator could educate and govern the school efficiently. Such a view disqualified most members of the community from academic and development program. There was little encouragement for community participation in school governance (Duma, 1995:56). However, later on the government started to pay attention to school governance.

Educators are held in the highest esteem in Kenya. The authority of the educator is seldom challenged. Educators are kingpins of the educational structure. There was willingness in Kenyan local community leaders to support their schools with money and work matters concerning curriculum. Parents should not remain isolated from decision-making process with regard to the education of their children. The local communities in the form of school committees should help in school governance (Duma, 1995:58-59). There is a lack of proper governance to the education system. The rural areas in Kenya are poor with little access to education. Governance in these schools is ineffective.

2.5.6 South Africa

It seems to appear that South African school governance had been poor due to the fact that little was done by the state to involve all the stakeholders in the running of the schools. The schools faced a number of challenges because stakeholders were not considered important enough to make contribution to its governance (Duma, 1995:67).

There was no room for effective participatory management that could accord dignity and respect for all concerned. The principal acted as the only agent of the department of education. Lack of legitimacy of education departments of apartheid South Africa made parents to become inactive. Education as a culture was used as a tool of apartheid. Apartheid was to separate people on ethnic and cultural lines. Moreover, apartheid discouraged the black parents from becoming involved in school governance (Sieborger, 1996:40; Moate, 1996:90).

After the 1994 general election, the government drew up a plan for the development of education and training system for the benefit of the country and its entire people. There was an improvement of school governance in South African schools (R.S.A., 1996:11). The participation of parents in school governance was emphasized. (Duma, 1995:19) argued that there should be a collective involvement of parents in the education of the children. School governance is to be based on the core values of democracy. Parents should meet their responsibilities to learners (Constitution of the Republic of SA, 1996:16). Moreover, parents of learners are expected to comprise the majority of members of the governing body at the school.

2.5 6.1 Composition of Governing Bodies

According to South African, Schools Act 84 of 1996, in South Africa the governing body is composed of the following:

- Parents of learners at the school who are not employed, at the school;
- Educators at the school;
- The principal of the school;
- Non-educating staff; and
- Learners in the case of secondary.



The inclusion of learners in the governing bodies in South Africa raised a concern. A number of teacher organizations questioned the presence of learners on the governing body. Madlala (1996:11) argued that in South Africa, South African Democratic

Teachers Union, South African Democratic Teachers Union (SADTU) favoured equal representation of all stakeholder including learners in school governing body. On the other hand National Professional Teacher's Organisation of South Africa (NAPTOSA) and the parents challenged the inclusion of the learners in the governing body. NAPTOSA, more importantly, raised concern about inclusion of learners in the governing bodies and proposed that learners should be excluded in matters like interviews, selection of educators, appointment of educators and other sensitive issues like the discipline of educators.

2.6 The duties and responsibilities of school governing bodies

According to the South African schools Act 84 of 1996, the governing bodies are given certain powers which must be exercised to ensure that the schools provide quality education. The participation of parents, educators, and learners in the school governing body is important to ensure that effective teaching and learning occurs at the school. Because parents, learners and educators are closer to the level where teaching and learning take place, they are in a better position to find solution to the problems experienced by the school and create an environment conducive to the provision of quality teaching and learning. The functions and responsibilities of the governing bodies define the powers and role of SGB in the school. In other words, such functions and responsibilities tell us what is that the SGBs must or must not do. The South African Schools Act 84 of 1996 provides the legal framework on how the SGB should operate.

2.6.1 The constitution of a governing body

According to South African Schools Act 84, 1996 every governing body must adopt (agree and accept) a constitution. This will assist in guiding the governing body and its actions, and set out the principles and rules to be followed by those who belong or join the governing body.

The Department of education (1997:29) states that a constitution is a document with important, basic and fundamental principles and rules. It forms the basis on which a body such as the governing body must act and govern. The constitution of your governing body will contain many principles and rules guiding the way in which the governing body must function, but at least the following details must be included in the constitution:

- The governing body must have a meeting at least once every school term;
- The governing body must have a separate meeting with each of the following groups of people at least once a year: parents, learners, educators, and other staff members;
- Minutes of governing body meetings must be kept, in other words, a brief summary of the proceedings and decisions of every meeting must be written down and be kept safely;
- The minutes of the governing body meeting must be made available for inspection by the HoD; and
- The governing body must report on its activities to parents, learners, educators and other staff of the school at least once a year.

As stated in the SASA, the governing body of the school must function in terms of the constitution, but it seems to be different with the SGBs of many schools, as they know very little about their constitution. This leads them to being unable to facilitate (settle) some of the problems, activities or responsibilities given to them.

2.6.2 Development of school vision and mission

According to South African Schools Act (1997:45) the governing body should be involved in the development of the vision and mission of a school. This will help to show the school community and the outside world what the culture of the school is or should be the school's values and the direction the school wants to move in. This will also help the school to have a clear direction and everyone will have a shared idea about what the school is trying to do.

2.6.3 Policy formulation for the school

A policy is a kind of decision-making which involves negotiations around the key values and principles, (Department of Education, 1997:49). The governing body is expected to develop a school policy, as stipulated in the regulations relating to SGBs. When designing a school policy, the governing body should ensure that:

- It follows the vision and mission of the school;
- All stakeholders are consulted when drafting the policy;
- It is approved and adopted by the governing body; and
- It should be put into practice and checked for progress.

The following are policies that governing bodies must develop:

- Admission policy
- Language policy
- Religious policy

2.6.4 Adopting the code of conduct

A code of conduct is a written statement of rules and principles concerning discipline. Good discipline is an important feature of effective schools. The learners' right to education must be protected by providing an orderly and safe environment for them to learn in. The governing body has a duty to make sure that the school adopts the code of conduct. The code of conduct should include school rules and the action of other learners to receive effective education. The governing body has a duty to ensure that learners understand that they have both a right to education and an obligation to allow other learners to exercise their right to education (Jobert and Prinsloo, 2000:66).

The following code of conduct must be adopted:

- Code of conduct for the SGB
- Code of conduct for learners
- Code of conduct for teachers

2.6.5 Maintenance of discipline

The majority of the schools in the area under research have enormous problems ranging from drug abuse, alcoholism, absenteeism and dodging classes or playing truancy. Educators cannot prevent or address such problems alone. Educators and the department of education cannot go it alone (Department of Education, 1996: 51). Most of these bad behaviors occur mainly because of absenteeism from the school. The governing bodies should ensure that the learners attend school regularly and are always punctual (Department of Education, 1996: 7-8).

According to the South African Schools Act (1997:66) the governance of the school, which implies overall control and authority of the school and its policies and direction is vested in a school governing body. There is a great loss of morals that harm our schools. That is why young people are often referred to as the lost generation. They seem to care less about their life styles, education, health and their future in general. It is the responsibility of the governing body to work tirelessly towards the moral regeneration of the society, as this is a crucial ingredient to the re-establishment of learning in schools.

2.6.6 Suspension and expulsion

It is essential that the governing bodies should know the difference between suspension and expulsion, so that they should be able to maintain discipline in schools.

Suspension

Suspension means that a learner is excluded from a school and cannot return to school for a certain period of time (South African Schools Act, 1997: 61). The governing body of the public may suspend a learner after the learner has been given a fair hearing. A learner may be suspended for two purposes. Firstly, as a correctional measure for misconduct. In such a case, the learner may not be suspended for more than one week. Secondly, a learner may be suspended from a school whilst waiting for a decision on whether he/she is to be expelled from a school by the HoD. This period may be longer than one week.

Expulsion

Expulsion means the permanent ending of a learner's right to attend a particular school, in other words, the learner is removed from the school permanently (South African Schools Act, 1997: 61). No governing body or a principal may expel a learner. The learner can only be expelled by the Head of Department. The expulsion may take place only if a learner has been found guilty of a serious misconduct after a fair hearing. The governing body must include this information in the school's code of conduct.

2.6.7 Curriculum

In defining the curriculum Hardings (1987:152) states that it refers to all the school's teaching and learning activities which have been deliberately planned. He further states that it is the very essence of school work and it is always under close scrutiny by inspectorate and that education cannot be controlled without influence being exerted on the curriculum.

Bullivant (1998:64) argues that curriculum is not just a list of the subjects on the timetable, but everything that affects what is taught and what is learned. It encompasses homework and exam choices, school uniform equal opportunities for all learners, and positive discrimination or those who need it. It includes human relationships, racial equality and awareness, health and careers education, political and religious education.

Governing bodies should be involved in curriculum development. The school managers should carry out the curriculum in the sense desired by the governing bodies together with community. The governing body should have a general view of the curriculum as actually given from day to day activities within the school (Mahone, 1998:11-12). Moreover, the governing bodies in schools should focus on related issues in so far as the curriculum is concerned. Changes should focus on the educational aspects of the reforms, learning activities, curriculum design and. Pedagogical strategies. The governing bodies

should encourage learner centered instruction with enjoyable learning experience. It should individualise learning programmes (Mirel, 1993:492).

Governors do not choose textbooks or set exams, but they should certainly keep an eye on the way in which the curriculum is put over learners and the results (Bullivant 1998: 65) for example, in secondary schools governors should:

- Know how is the homework timetable planned?
- How many hours of homework a week are learners of different ages expected to complete?
- Is the homework marked?
- Do all learners have a full programme of careers education?
- What additional help is available for those who have problems in learning to read?
- Are there library books which explore a wide variety of situations?
- To what extent do the requirements of a higher education affect the curriculum?
- What curriculum links are there between schools-secondary schools and their contributory primary schools?

2.6.8. School visit and excursions.



School Governing Bodies should be clear about the arrangement for all out-of-school visits, whether they are solely recreational or part of the education programme, and whether they are in holiday or school time (Bullivant, 1998:47). The School Governing Bodies should be clear about the following;

- Are parents fully informed, and their consent obtained? For all day, overnight and overseas visit, this should be in writing?
- Is there a charge to parent?
- Are children unable to go if parents are unwilling or unable to pay?

- Are there arrangements for meeting the cost of learners who parents are unable to pay all or part of the charge?
- What supervision arrangements have been made? Are they satisfactory?
- Are parents or governors invited to accompany such visit? How many do? And
- What arrangements are made for the children who remain in school during a visit?

2.6.9 Financing education

Financing education is an issue that affects parents directly. For children to receive better education, libraries to be well equipped and for laboratories to be fully functional, parents should be prepared to pay more. According to the (Department o Education, 1996) a Governing Body of a public school must establish a school fund and administer it in accordance with directions issued by the Head of Department.

This is also emphasized in Management of Schools Training Programme (2002:12) when elaborating that many schools rely on school fees to provide the money in the school fund. The education policy states clearly that parents should contribute what they can towards their children's education. This is because the government only has the resources to provide very basic facilities for all children of South Africa. The school must rely on its own ability to raise money to provide the ``extras``.

The Department of Education (1999:30) is of the view that the governing body must take a lead in persuading parents to pay school fees that can be afforded by the majority of them. The Governing Body must first consider the financial situation of the school carefully and decide whether or not it is going to recommend to parents that school fees should be paid. It must take into account the actual needs of the school, the amount the state can afford to give to the school and financial position of the parents (Department of Education, 1997:40).

The Governing Body must remind the parent that the state cannot pay for everything at the school and that the school fees will promote the quality of learning and teaching at school. The Governing Body should thus come with suggestions to parents who cannot afford to pay. It must inform all parents of the regulations concerning exemptions from paying fees. (Department of Education 1999:31). In terms of financing of education, aspects such as financial management of the school and fundraising will be discussed.

2.6.9.1 Financial management of the school.

With regard to the changing role of the principal in collaborative and participative decision-making chapter four of the South Africa Schools Act 84 of 1996, (1996:2-28) places responsibility for the financial management of the school in the hands of the Governing Body of the school. Thus, the principal as a member of governing body cannot make decisions on his own. The principal has to consult with all stakeholders of the governing body in relation to financial management of the school.

2.6.9.2 School fees

As stipulated in the SASA, Department of Education (1997:40) the governing body may propose that school fees be changed and suggest their amount, but the ultimate decision on these matters is in the hands of parents of the learner attending the school. It further holds that school fees may be charged if the following requirements are met:

- After preparing the budget the governing body must inform the parents of probable income and probable expenditure of the school. The budget must then be approved by the majority of the parents and the parents must then decide whether school fees will be charged at that school. Parents agree (vote) on this at the meeting of parents convened to consider the school budget.

- Parents must also approve the amount to be paid in school fees. This means that the governing body or the principal cannot decide on their own what the amount must be; and
- Equitable

2.6.9.3 Budgeting

Department of Education (1997:48) defines a budget as a document containing all the probable expenditure of the school for the following year. Budgeting is a very important part of financial management. Trying to manage the school finance without a budget is a bit like trying to find the destination without a map (MSTP, 2002:10). A governing body of a public school must prepare a budget each year, according to guidelines determined by the Member of Executive Council(MEC) for education, which shows the estimated income and expenditure of the school for the following financial year. Understanding SASA Department of Education, 1997:48).

Conradie (2007: 137) states that a budget is primarily a planning instrument. It seldom stands alone as a managerial function: it flows out of the managerial process of setting objectives and devising plans. Before a budget is approved by the governing body, it must be presented to a general meeting of parents convened on at least 30 days notice, for consideration and approval by the majority of parents present and voting (Department of Education 1997:49).

2.6.9.4 Opening of the school's bank account.

Every SGB is required to open and run a bank account for the school fund. The bank account is an important tool for ensuring financial responsibility and accountability (Management of Schools Training Programme, 2002:08). The governing body will have to open and maintain a bank account in the name of the school at any registered bank. All the money that belongs to a school must be paid in the bank account of the school

Department of Education (1997:45). The document further emphasizes that nobody may keep the school's money under his or her personal control unless it is for immediate use for approved expenditure. Furthermore, nobody may deposit the school's money into any bank account other than the one that exist in the name of the school.

2.6.9.5 Keeping financial records for the school fund

The SASA places a duty on the governing body to keep written records of everything that has to do with the money or property of the school. This means that all the money that the school receives must be written into a financial statement or record, or entered into a computer. If the school pays out money to anyone, it must be recorded in the same manner (Department of Education, 1997:50).

2.7 Causes of the SGBs ineffectiveness

The following are the causes of SGB's ineffectiveness:

The governing bodies do not perform the legal duties vested upon them regarding the school governance (South African Schools Act, 1996:60). Some policy guidelines are not implemented. This is emphasized by Hlongwana (1998:01) when stating that they do not submit reports and recommendations to the Department about what happens in the educational environments. Lemmer and Squelch (1993:98-99) identified the following as obstacles preventing effective participation by school governing bodies.

2.7.1 Parents Illiteracy

A large section of the adult popular in rural areas is illiterate and cannot in places that require reading, writing and counting (Stouffer, 1992:06). As result it is difficult for such disadvantaged parents to play significant role in the effective management of the school. However, these obstacles to effective functioning of our governing bodies can be overcome.

2.7.2 The Power factor

According to Lemmer & Squelch (1993:142). The successful functioning of site-based councils/governing bodies depend to a large extent on the political structure of a school. Decentralized control inevitably results in a redistribution of power and authority. Principals are, supposedly, no longer in dominant position whereby they can manage schools in an autocratic, top-down manner. The establishment of democratically elected and representative councils or governing bodies has changed the political structure of school nature of decision-making. They argue that under a democratic model of governance, schools do not function according to a hierarchy of authority whereby decision is made by a few. However, in practice, principals are sometimes reluctant to relinquish or even share their power and authority. Moreover, councils/governing bodies often delegate the powers (Guskey and Peterson, 1996:20). Schools are still strongly influenced and regulated by national policy. Experienced in other countries shows that national policy making, from which people in schools are largely excluded, continues to play a significant role in what happens in those schools. Therefore, the tension between schools and their sources of funding does not end with decentralized decision-making. It merely changes form.

2.7.3 The Expertise Factor

A common problem experienced by many school councils or governing bodies is the lack of or inadequate expertise. Not all the schools have the good fortune to be served by skilled professionals as SGBs. And even if there are professional parents or governors on the governing body it does not mean they are familiar with or knowledgeable about complex educational matters. Therefore, although school councils may be given extensive decision-making authority over educational matters, many governors are reluctant to make a contribution in this area because they feel they lack the relevant knowledge and experience. The problem is compounded by the fact that school governors, many of whom are already overloaded with work, do not have the time to develop expertise or keep up to date with new development and research in education.

Thus South African Schools Act (1996:12) observed that some school councils avoid, ignore or neglect issues related to teaching and learning (Lemmer & Squelch 1993:143)

2.7.4 Time and Workload

The time and workload factor is another major issue. Decentralized governance is a time-consuming enterprise, placing enormous demands on principals and governors time. According to (Holt & Hinds 1994:11), this is inevitable because meaningful discussions and complex issues require considerable time. However, in practice, principal, teachers and parent governors do not have the necessary time to devote to regular council meetings especially lengthy ones. Meeting are held infrequently and time is seldom left for in-depth discussions on crucial issues, (Lemmer & Squelch 1993:143)

2.7.5 Training and development

Another common problem is the lack of or in sufficient training and development. The shift to decentralized, site-based management requires principals and teachers to develop a wide range of skills and capacities to deal with the complex issues and tasks of decentralized decision-making, for example, problem-solving skills, conflict resolution, time management, change management and financial planning. However, insufficient investment in training opportunities has not fully prepared new governors for their new roles and responsibilities.

2.7.6 Parents negative feelings about the school.



Parents who have unpleasant school experiences develop negative attitudes towards a school; this prevents them from taking an interest in the school and their children's education. Lemmer & Squelch (1993:26) states that parents may see the school as unhelpful because they themselves have experienced failure in school. Such parents often see children's failure as their own. The negative attitudes they have about the school are easily transferred to their children's academic and behavioral performance, as such they

cannot participate effectively in the governance of the school when elected., (Lemmer and Squelch, 1993:99).

2.7.7 Parents feel not valued

Mitchell & Gallacher (1994:44) state that other obstacles on the side of parents as members governing bodies are lack of experience in working with professionals on the basis of equality lack of confidence in them and fear of criticism. It is further observed that sometimes the parent in the governing body feel that the educators talk down on them or speak in educational jargon they do not understand.

Nonetheless, educators should try to lessen the problems by welcoming the parents and finding learning their interests and abilities. Educators should also use applicable language when talking to and with parents. This is emphasized by Mitchell & Gallacher (19:44) when stating that the relationship between parents and the school should change from a “client” type of relationship to a “partnership” relationship. He further states that previously parents were received as clients, and they did not have any say in the school and management of the school. Currently it is expressed that parents must be partners, which indicates that parents are part of the decision making process and its implementation in the school. They have equal strengths and equal footing and finally share responsibility with the professional staff in the school.

2.8 Challenging Issues for Governing Bodies

A challenge is a difficult, demanding or stimulating task. Governing bodies are faced with difficult tasks or problems that the communities expect them carry and solve. Epstein (1994: 47) in his article on school governance stresses the fact that for public schools to be effective, the SGB’s must simply face these challenges head on. He further expresses the opinion that “James Baldwin was right when he said “Not everything that is faced can be changed, but nothing can be changed until it is faced.” So governing bodies

should face these challenges; not forgetting that, according to (Taue, 2005:44) , “Action spring not from thought, but from a readiness for responsibility.

She summarizes the challenges by stating that:

- SGB’s must take ownership of their institutions/schools;
- They must work towards a school of excellence;
- They need to be culturally and gender sensitive during their operations; and
- They should work towards a self-managing school.

2.8.1 Admission Policy

SGB’s find it difficult to control learners who migrate from others schools and immigrate to their schools due to poor previous scholastic achievement because the act says they must be admitted irrespective of whatever reason (Lemmer and Squelch 1993:98).

2.8.2 Pregnancy in Schools

This is a challenging issue because pregnant learners have to be admitted to schools and in schools teachers are trained to teach and not to nurse. A pregnant learner would mean that at a given time she might give birth. This principle disposes the governing body about school rules to make in order to promote respect and healthy atmosphere at school. Other learners are not free to interact with pregnant girls due to many reasons including cultural beliefs. The constitution states that they need to be culturally and gender sensitive in their operation (Lemmer & Squelch, 1993:26).

2.8.3 Religious Policy

Our religious beliefs are diversified. Even if religious education is still part of the school curriculum, the teachers should not preach and teach a certain church dogma. Learners must not be brain washed into believing that a certain religion is superior to the other.

Parents have the right to know that their religion is fully respected. They are entitled by law to have their children withdrawn from religious instruction and other practice involving religious worship they do not align with (Lemmer & Squelch, 1993:174).

On the other hand parents can keep their children from attending school on certain days of observance or holy days not observed by all other people. It is the responsibility and a challenging issue to governing bodies to know all the religious beliefs in their school, accommodate them, respect and fully treat them equally during policy formulation. They must guard against talking negatively or irresponsibly about any religion.

2.8.4 Maintaining Discipline in Schools

It might sound inhuman to apply corporal punishment to learners, but the Act does not provide a replacement very suitable for corporal punishment. Teachers are laughing stalks at school because learners have realized that they will do them no harm even if they misbehave. Learners, especially boys, play truant, abuse drugs and absent themselves from the school without valid reasons. Governing bodies can remove these obstacles to qualify education through a healthy interaction, co-operation and partnership with teachers and parents of learners. It is a challenge to them to form or establish a strong link between teachers and parents so that solutions can be found.

Chapter 2 of the Constitution of South Africa Bill of Rights 11 (2) points out clearly that no person shall be subject to torture of any kind, whether physical, mental or emotional nor shall any person be subjected to cruel, inhuman or degrading treatment or punishment. So the governing bodies together with teachers and parents should not condemn but build the self-esteem and self-discipline of learners.

2.8.5 Prevention of Drug Abuse

Today's youth get access to different types of drugs. They abuse these drugs and they harm themselves physically and mentally. This causes a lot of damage in schools and also in the society. It is the responsibility of governing bodies to work with teachers in giving preventive education. Every governor is a counselor, so they must create time to disseminate information on the danger of drug abuse to learners. Teachers must also use few minutes of their teaching periods to guide the learners. Both governing bodies and teachers must encourage learners to make wise choices in life (Kirsten, 1997:201).

2.9 Summary

The conceptualization of governance, governance models such as bureaucratic, collegial and political were dealt with. Research findings from developed and developing countries, the duties and responsibilities of SGB's such as developing school policies, drafting school budget and giving financial report to parents, etc were also discussed. The possible challenges that cause the governing body to be ineffective such as time and workload, parent's illiteracy, training and development, etc have been discussed.

CHAPTER 3

Research methodology

3.1 Introduction

The purpose of this investigation was to find out the challenges that school governing bodies come across when carrying out their duties. The following question provides the focus of the study:

What challenges are school governing bodies' faced with while executing their tasks?

This chapter further outlines the method of study and the rationale behind the methodology is explained, how the research was conducted and what steps was taken to ensure the validity of the study. A questionnaire was used to collect data from the subjects in order to determine challenges encountered by governing bodies while executing their duties in the Zeerust Area Project Office.

3.2 Population and sampling



The population for this study constitutes of educators, principals, non-educators and parents SGB members of the Zeerust APO. The APO comprises of four clusters, which share 112 schools. The clusters are Lerato, Motswedi, Nietverdiend and Zeerust.

A total of hundred and twenty (120) SGB members were identified as respondents of this study. They were twenty (20) principals, twenty (20) chairpersons, forty (40) non-educator (SGB members) and forty (40) educator representatives. Out of the 120 respondents, 120 (100%) returned usable questionnaires.

Random sample was used to select twenty (n=20) from N=112 schools in the APO. In each school six SGB members participated in this study, namely, the chairperson, two educators (SGB members), two non-educators SGB members and the principal.

3.2.1 Research approach

Babbie and Mouton (2001:33) maintain that the aim of a research design is to plan and structure a given research project such that the validity of research findings is maximized and. In consideration of this requirement, the research approach which was adopted in this research was quantitative. That is, data was obtained in the form of scores and interviews, which was tabulated and analyzed (Babbie and Mouton, 2000: 69).

The primary tools of data collection in this study were the questionnaires. This method of data collection was guided by the purpose of the study. According to Borg and Gall (1989:418), the questionnaire is the most common instrument for data collection.

A questionnaire is a device which enables subjects (respondents) to answer questions. A questionnaire is a data collecting instrument that is mostly used in survey (Legotlo 1996: 28). Questionnaires are used by researchers to convert into data the information directly given by a person. By providing access to what is “inside a person’s head “the questionnaire makes it possible to measure what a person likes and dislikes and what a person thinks (Tuckman 1994: 224). He further indicates that a questionnaire can also be used to what experiences have taken place and what is occurring at the present. Lastly, he highlights the fact that a questionnaire that can guarantee confidentiality may elicit truthful responses.

A questionnaire administered personally to groups of individuals has a number of advantages. The person administering the instrument has an opportunity to establish rapport, to explain the purpose of the study and explain the meanings of items that may not be clear. Furthermore, the availability of a number of respondents in one place makes

an economy of time and expense and provides a high proportion of usable response (Best 1989:112).

3.2.1.1 Advantages of a questionnaire

A questionnaire as a research tool has both advantages and disadvantages. According to Gay (1996:164), the following are the advantages of a questionnaire:

- It is much more efficient and requires less time;
- It is less expensive and permits data collection from a much large sample;
- A personally administered questionnaire provides the researcher with the opportunity to establish rapport with the respondents, explain the study purpose and clarify individual items;
- It makes it possible to measure what the person knows, what a person likes and dislikes, what a person thinks and what experiences have taken place in his or her life-time; and
- It is way of getting data about people by questioning rather than observing and focusing on a particular object and probing more general ideas, which may be of greater value to the community in general.

Legotlo (1996:196) and Tuckman (1994:225) identified the following advantages of a questionnaire which also applied to this study:

- It reaches more people who would otherwise be difficult to contact. It thus enable the researcher to obtain a broader spectrum of views;
- Standard instructions are given to all respondents thereby reducing personal variables of the researcher to a minimum; and
- Respondents are asked the same questions; therefore it is easier to elicit a response on controversial issues through a questionnaire than through an interview.

3.2.1.2 Disadvantages of a questionnaire

Tuckman (1994:226) and Legotlo (1996:30) cited the following disadvantages of a questionnaire:

- It is difficult to analyze and quantify, despite having the advantage of giving the respondents an opportunity to reveal their views;
- It limits the kind of answers that can be obtained because personal sensitivity and revealing information are difficult to obtain through a questionnaire;
- Sometimes the respondents do not complete a questionnaire in full and omit some important points in the questionnaire;
- The respondents are provided with a very limited opportunity to air their views as they choose from a number of pre-selected answers to questions; and
- Sometimes the question in a questionnaire does not convey the same meaning to all respondents.

Despite these limitations, a questionnaire is still a commonly used tool in the collection of data. Because of some of the problems mentioned above, researchers have identified a number of factors and several aspects of design and layout in securing a good response rate to a mail questionnaire (Borg and Gall, 1989:430), which are as follows:

- The appearance of a questionnaire is vitally important. A questionnaire should have simple and straight forward questions. It must look easy and attractive. The type of answers expected and how the answer should be recoded must be unambiguous.
- Clarity of wording and simplicity of design are essential. Clear instructions should guide the respondents;
- Contents of the questionnaire should be arranged in such a way that it maximizes co-operation;
- The practice of selecting questions is a useful technique for grouping together questions to do with a specific issue; and
- The wording of the self-completion questionnaire is of paramount importance and that pre-testing is crucial to its success.

Therefore if these factors are carefully considered and greater care taken in the construction of questionnaire and its administration, then more favorable responses could be attained.

3.2.1.3 Questionnaire construction

Questionnaire construction takes considerable time and skills. The required information is vital in questionnaire construction. As the researcher tries to establish the feelings and perceptions of the respondents at a specific subject, he used the two basic types, which are open-ended and closed-ended questions (Legotlo, 1996:38)

During questionnaire construction, the researcher should bear in mind the objectives of the study, the problem under investigation and the hypothesis postulated. Borg and Gall (1987:87) state some questionnaire constructing roles as follows:

- The item should have the same meaning to all the respondents,
- Short items are preferable;
- Negative items should be avoided;
- Double barreled items which require the subject to respond to two separate ideas with simple answer should be avoided; and
- Biased questions are to be avoided.

3.2.1.4 Format and content of the questionnaire

The questionnaire was divided into three sections namely sections A, B and C. Section A consists of six items, the purpose of these questions was to gather biographical and demographical information about each respondent. The information was essential to understand the background information of the respondents.

Section B consists of 15 questions which evaluate how well the members of SGBs carry out their functions. The functions are classified into three areas which are strategic,

financial and strategic. The respondents were asked to reflect on a four-point scale, about their opinion about an issue (1= Not a challenge, 2= A minor challenge, 3= A challenge, 4= A serious challenge).

These questions were developed to evaluate the perception of SGB members concerning:

- Challenges in carrying out duties and responsibilities; and
- Other challenging issues

Section c (Question 3). The objective of this question was to determine the responses of the participants on what other challenges are they faced with and what they think could be the possible solutions for such challenges. A space was provided for respondents to comment and motivate their answers.

3.2.1.5 Validity

Validity is the extent to which the questionnaire assesses what it is set out to assess. Validity is specific to a particular aspect that one wishes to assess. The questionnaire should be constructed in such a way as to satisfy the purpose for which it is required. The questionnaire should be judged for adequacy (Legotlo, 1996:29). The validity of measurement depends upon the correspondence between a concept and empirical indicators that are supposed to be measured. It measures the crucial points between the indicators, but not synonymous with reliability.

Validity refers to the extend of matching congruency or goodness of fit. It should be established so that the results should not fluctuate. It should measure for high accuracy, (Baker, 1996: 118). The study purpose was clearly outlined in order to measure exactly what is needed so that there should be a correction. There should be a zero defect in research work results.

With regard this study, the questionnaire used was given to five principals who are familiar with the work of the school governing bodies and they were satisfied.

3.2.1.6 Reliability

Reliability addresses consistency with measurement. The measuring instrument should measure the underlying concept, (Baker, 1996:111). The underlying concept in this research is challenges that SGB's encounter when carrying out their duties in the Zeerust Area Project Office. For the validity of the research to be achieved and to be of high quality, reliability should be given consideration that is the driving force behind any study.

Reliability in this study was assured in the following manner:

- The language used in the questionnaire was simple well understood by the respondents,
- The procedure of filling in the form was well explained to the respondents and
- The respondents were not forced but volunteered to be part of the study.

3.2.1.7 Method of data collection

In this research a self-completion type of a questionnaire was used to collect data from respondents. The questionnaire required subjects to select their responses from researcher provided alternatives, rather than providing their own detailed answers. A structured questionnaire was chosen for this research because of its benefits, which in the opinion of the researcher outweigh its disadvantages. A noteworthy advantage of a structured questionnaire is that it helps keep respondents on the subject, is less time consuming and it is relatively objective and easy to tabulate and analyze (Best and Kahn, 1993:231).

3.2.1.8 Data analysis

Descriptive statistics were used to summarize the data and frequencies which were used to measure their views regarding the various issues.

3.2.1.9 Ethical Considerations

Throughout this study the researcher was mindful of and upholding ethical principles that should not be ignored in research. Permission was first obtained from relevant

authorities to conduct the study. In addition to being honest and open, the researcher informed the participants that although their participation is valued, it is not mandatory. An undertaking was also made not to expose them to any danger, to respect any request for anonymity and avail research results to them if needed.

3.3 Summary

This chapter deals with the methodology employed in this study. It describes the main approaches used and the construction of instruments. It also describes sampling methods and procedures for data collection. Finally, the chapter describes the method of data analysis and ethical consideration.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

The objective of this chapter is to discuss the results of the empirical investigation conducted to determine the challenges facing the School Governing Bodies in the Zeerust Area Project office. The quantitative and qualitative data collected through the investigations, are summarized and discussed.

4.2 The targeted subjects

A total of hundred and twenty (120) SGB members were identified as respondents of this study. They were twenty (20) principals, twenty (20) chairpersons, forty (40) non-educator (SGB members) and forty (40) educator representatives. Out of the 120 respondents, 120 (100%) returned usable questionnaires.

4.3 Biographical Data of the Respondents



Table 4.1 was drawn to gain a picture of the biographic characteristics of the respondents. The information provided helps us to know who the SGB members are.

TABLE 4.1**Description of Biographical Data of School Governing Body Members**

	Frequency	Percentage (%)
1. Age		
1.1 Below 30	5	4,1
1.2 30-34	12	10
1.3 35-39	11	9,2
1.4 40-44	30	25
1.5 45-49	50	41,7
1.6 50-54	8	6,7
1.7 55-59	4	3,3
1.8 60 and above	-	-
Total	120	100
2. Sex		
2.1 Male	45	37,5
2.2 Female	75	62,5
Total	120	100
3. Marital Status		
3.1 Married	72	60
3.2 Unmarried	30	25
3.3 Widow	6	5
3.4 Separated	4	3,3
3.5 Divorced	8	6,7
Total	120	100

	Frequency	Percentage (%)
4. Period of Service in the SGB		
4.1 Less than a year	-	-
4.2 1-3 years	92	76,7
4.3 4-6 years	4	3,3
4.4 7-9 years	14	11,7
4.5 10 years and more	10	8,3
Total	120	100
5. Position in SGB		
5.1 Chairperson	20	16,7
5.2 Principals	20	16,7
5.3 Teacher's representative	40	33,3
5.4 Others (Non-educators member)	40	33,3
Total	120	100
6. Highest Academic Qualifications		
6.1 Never been to school	-	-
6.2 Primary school	13	10,8
6.3 Secondary school	42	35
6.4 Diploma	45	37,5
6.5 First Degree	12	10
6.6 Honours Degree and above	8	6,7
Total	120	100

4.3.1 Age of the Respondents

Table 4.1 reveals that (51, 7%) of the respondents were above, 44 years while the rest are below 44 years. The implication of the findings of Table 4.1 is that SGB members are adults and matured and can take the right decisions with regard to school governance.

4.3.2 Gender of the Respondents

Of the total respondents, 75(62, 5%) were females and 45(37,5%) were males. This indicates that the female respondents occupy more seats in the SGB in Zeerust APO than their male counterparts.

4.3.3 Marital Status of Respondents

Table 4.1 reveals that 72(60%) respondents were married, 30(25%) were unmarried, 6(5%) were involved, 4(3,3%) were separated and lastly 8(6,7%) were divorced. This implies that the majority of SGB members in the Zeerust APO were married.

4.3.4 Period of Service in the Governing Body

From table 4.1 it is revealed that 92(76, 7%) respondents served between 1-3 years in the SGB; 4(3,3%) between 4-6, 14(11,7%) between 7-9 and lastly 10(8,3%) 10 years and more. The implication of table 4.1 is that the majority of SGB members in the Zeerust APO are new.

4.3.5 The Position Occupied by Respondents in the SGB

Table 4.1 reveals that 20(16,7%) respondents are chairpersons, 40(33,3%) teacher representatives, 20(16,7%) principals and lastly 40(33,3%) are non-educators (SGB members). This is a diverse group, capable of looking at issues giving multiple perspectives.

4.3.6 Highest Academic Qualifications of Respondents

Table 4.1 shows that 8(6, 7%) of the respondents had Honours Degree and above as their highest academic qualifications; 12(10%) had the First Degree, 45(37, 5%) had Diploma, 42(35%) had Secondary School Education and lastly 13(10, 8) had Primary School Education. The study reveals that more than half (79, 2%) of the respondents had a qualification above secondary school. This implies that they will be able to deal with educational issues intellectually.

4.4 The challenges facing the SGB members

The respondents were asked to reflect on a four-point scale, their opinion about the challenges they are facing when carrying out their duties and responsibilities (1= Not a challenge, 2= A minor challenge, 3= A challenge, 4= A serious challenge).

Table 4.2 depicts the challenges the School Governing Bodies are facing when carrying out their duties and responsibilities.

TABLE 4.2 Duties and Responsibilities of the SGB**Intensity of the Challenge (N=120)**

DUTIES	Not a challenge	A minor challenge	A challenge	A serious challenge
	%	%	%	%
1.1 Determine school fees	5,8	47,5	33,4	13,3
1.2 Draw up a school budget	4,2	33,3	41,7	20,8
1.3 Give financial report to parents annually	0	75	9,2	15,8
1.4 Deal with school discipline and staff development	0	15	76,7	8,3
1.5 Suspend and recommend dismissal of learners in the school	8,3	0	16,7	75
1.6 Bargaining with teacher unions on local matters	29,2	37,5	20,8	12,5
1.7 Recommend appointment of teachers	0	66,7	8,3	25
1.8 Make alternatives for learners in case of a looming strike for teacher unions	0	3,3	12,5	84,2
1.9 Call annual parents meeting	33,3	37,5	16,7	12,5
1.10 Visiting the school regularly	0	10	16,7	73,3
1.11 Handle school legal issues	0	4,2	12,5	83,3
1.12 Organize educational tours	0	0	37,5	2,5
1.13 Develop policies	0	25	12,5	62,5
1.14 Provide facilities for the school	0	12,5	25	62,5
1.15 Administer and maintain the school	6,7	33,3	22,5	37,5


 A blue ink stamp from the North-West University (NWU) library. The text "NWU" is on the top line and "LIBRARY" is on the bottom line, both in a bold, sans-serif font. The stamp is slightly tilted and has a textured, ink-like appearance.

Item 1.1 Determine School Fees

Table 4.2 shows that while opinions vary, nearly half of the respondents felt it was a minor challenge and a third indicated that it was a challenge. Only 13.3% felt it was a serious challenge. This could probably be because most schools have recently been afforded a no fee status. So such schools need not ask for any fee from learners as the state is providing them with significant subsidies.

Item 1.2 Draw up a School Budget

Of the total respondents 5(4,2%) did not see drawing up a school budget as a challenge, 40(33,3%) saw it as a minor challenge, 50(41,7%) saw it as a challenge, and lastly 25(20,8%) saw it as a serious challenge. This might be because SGB's find it difficult to draft policies (c.f item 1.2). And Conradie, (2007: 137) states that a budget is primarily a planning instrument. It seldom stands alone as a managerial function: it flows out of the managerial process of setting objectives and devising plans (c.f 2.6.9.3). The study suggests that drawing up a school budget is a difficult task for SGB's, they need support.

Item 1.3 Give Financial Report to Parents Annually

Table 4.2 shows that 90(75%) of the respondents felt that giving financial report to parents annually was a minor challenge, 11(9,2%) felt it was a challenge, and lastly 19(15,8%) felt it was a serious challenge. This implies giving financial report to parents annually is not difficult for the SGB's..

Item 1.4 Deal with School Discipline and Staff Development

Table 4.2 reveals that 18(15%) of the respondents felt that dealing with school discipline and staff development was a minor challenge, 92(76,7%) felt it was a challenge and lastly 10(8,3%) felt it was a serious challenge. Lemmer and Squelch, (1993:89) argues that this is a challenge to governors, it is not easy for them to form or establish a strong link between teachers and parents so that solutions can be found (c.f 2.8.4), this suggest that SGB members are not clear about dealing with school discipline. They need to be empowered about the issue.

Item 1.5 Suspend and Recommend Dismissal of Learners in the School

Table 4.2 shows that 10(8,3%) respondents felt that suspending and recommending dismissal of learners in the school was not a challenge, 0(0%) felt it was a minor challenge, 20(16,7%) felt it was a challenge, and lastly 90(75%) felt that it was a serious challenge. SASA indicates that it is essential that governing bodies should know the difference between suspension and expulsion so that they should be able to maintain discipline in schools. A learner may be suspended for two purposes, namely correctional measure for misconduct and while the learner is waiting for decision on whether he/she is to be expelled from a school by the HoD (c.f 2.6.6). This implies that SGB members lack the know-how about policies to suspend and recommend dismissal of learners in the school.

Item 1.6 Bargaining with Teacher Unions on Local Matters

Table 4.2 shows that 35(29,2%) respondents felt that bargaining with teacher unions on a local matter was not a challenge, 45(37,5%) felt it was a minor challenge, 25(20,8%) felt it was a challenge and lastly 15(12,5%) felt it was a serious challenge. SASA indicates that a school is a juristic person and the governing body acts on behalf of the school just as directors act on behalf of their companies. This implies that the majority of the SGB members are comfortable to bargain with teacher unions on local matters.

Item 1.7 Recommend Appointment of Teachers

Table 4.2 shows that 80(66,7%) respondents saw recommending appointment of teachers as a minor challenge, 10(8,3%) saw it as a challenge and 30(25%) saw it as a serious challenge. SASA indicates that it is the responsibilities of the SGB to recommend to the HoD who to appoint at a particular school. This signifies that most SGB members do not feel that recommending appointment of teachers is a challenge.

Item 1.8 Make Alternatives for Learners in case of a Looming Strike for Teacher Unions

Of the total respondents 4(3,3%) saw making alternatives for learners in case of a looming strike for teacher unions as a minor challenge, 15(12,5%) saw it as a challenge and lastly 101 (84,2%) saw it as a serious challenge. This implies SGB members find it difficult to make alternative for learners during teacher strike period. This is because most principals are members of the unions, and they also support their unions during the industrial actions.

Item 1.9 Calling Annual Parents Meeting

Of the total respondents, 40(33,3%) felt that calling annual parents meeting was not a challenge, 45(37,5%) felt it was a minor challenge, 20(16,7%) felt that it was a challenge and lastly 15(12,5%) felt that it was a serious problem. It implies that SGB's are doing well in this regard.

Item 1.10 Visiting the School Regularly

Table 4.2 shows that 12(10%) felt that visiting the school regularly was a minor challenge, 20(16,7%) felt it was a challenge and lastly 88(73,3%) felt it was a serious challenge. In practice, governors do not have the necessary time to devote to visiting school and attending meetings especially lengthy ones (c.f 2.7.4), this suggests that most SGB members lack time to visit the school regularly.

Item 1.11 Handling School Legal Issues

83 % percent of the total respondents felt that to handle legal issues for the school is a serious challenge. This implies that a school should make other arrangements to get legal support from the law firms.

Item 1.12 Organize Educational Tours

Of the total respondents, 72(60%) felt that organizing educational tours was a minor challenge, 45(37,5%) felt that it was a challenge and lastly 3(2,5%) felt that it was a serious challenge. The majority say it was a minor challenge. School governing bodies should be clear about the arrangements for all out-of-school visits. Whether they are solely recreational or part of the education programme, and whether they are in holiday or school time Bullivant (1998:47) (c.f 2.6.8). They need empowerment as far as organizing educational tours is concerned.

Item 1.13 Develop Policies

Table 4.2 reveals that, 30(25%) felt that the development of policies was a minor problem, 15(12, 5%) felt that it was a problem and lastly the majority 75(62,5%) felt that it was a serious problem. This could be a challenge because when such policies are developed SGB's should ensure that they follow the vision and mission of the school, stakeholders are consulted and it should be put into practice and checked for progress (c.f 2.6.3). As SGB's lack such skills, this suggest that they need support to carry out this exercise.

Item 1.14 Provide Facilities for the School

Table 4.2 reveals that 15(12,5%) of the respondents felt that providing facilities for the school was a minor challenge, 30(25%) felt it was a challenge and lastly 75(62,5%) felt it was a serious challenge. The subsidy that the government is providing to section 21 schools is not enough. As a result governing bodies are not in a position to meet the needs of their schools.

Item 1.15 Administer and Maintain the School

Of the total respondents 8(6,7%) felt that administering and maintaining the school was not a challenge, 40(33,3%) felt it was a minor challenge, 27(22,5%) felt it was a challenge and lastly 45(37,5%) felt it was a serious challenge. This could be because although schools are receiving subsidies from the state it is not enough to meet the needs of schools including maintenance of physical resources.

4.5 Challenging issues for School Governing Bodies

Table 4.3 illustrates the possible challenges that cause the governing body to be ineffective.

TABLE 4.3

Challenges

Intensity of the Challenge (N=120)

	Not a challenge	A minor challenge	A challenge	A serious challenge	
	F	F	F	F	%
2.1 The level of literacy	105	10	5	0	0
2.2 Cooperation between the SGB and the principal	0	40	50	30	25
2.3 Level of knowledge of educational issues	0	12	96	12	10
2.4 Time and workload	0	10	12	98	81,7
2.5 Training and development of governing bodies	0	15	85	23	19,2
2.6 Feeling negative about the school	78	17	25	0	0
2.7 Feeling not valued	75	30	15	0	0

2.8 Implementing admission policy	102	12	6	0	0
2.9 Implementing religious policy	45	35	25	15	12,5
2.10 Maintain discipline	40	45	20	15	12,5
2.11 Creating a safe environment	0	40	20	60	50
2.12 Prevention of drug abuse	0	15	30	75	62,5
2.13 Pregnancy in school	0	25	17	78	65

Item 2.1 The Level of Literacy

Table 4.3 reveals that 105(87,5%) of the respondents felt that the level of literacy was not a challenge, 10(8,3%) felt it was a minor challenge, 5(4,2%) felt it was a challenge.

The implication of these findings is that most of the SGB members are literate. They are able to read education policies with ease and explain them to the parents.

Item 2.2 Co-operation between the SGB and the Principal

Of the total respondents, 40(33,3%) felt that co-operation between the SGB and the principal was a minor challenge, 50(41,7%) felt it was a challenge and lastly 30(25%) felt it was a serious challenge. This implies that the co-operation between the SGBs and the principals is not good and needs to be improved. This can be done through workshops and motivational talks to principals and SGB's.

Item 2.3 Level of Knowledge of Educational issues

Table 4.3 shows that 12(10%) respondents felt that the level of knowledge of educational issues were a minor challenge, 96(80%) felt it was a challenge and lastly 12(10%) felt it was a serious challenge. Lemmer and Squelch, (1993:143) argue that not all schools are fortunate to be served by skilled professionals. Even if there are professional parents or governors on the governing body, it does not mean they are familiar with or knowledgeable about complex educational matters (c.f 2.7.3). This implies that most SGB members lack knowledge of educational issues. They need empowerment as far as educational issues are concerned.

Item 2.4 Time and Workload

Table 4.3 shows that 10(8,3%) respondents felt that time and workload was a minor challenge, 12(10%) felt it was a challenge and lastly 98(81,7%) felt it was a serious challenge. This implies that SGB members lack time to attend to their duties and are also overloaded with work. (Lemmer & Squelch, 1993:143) argue that governors do not have the necessary time to devote to regular council meetings, especially lengthy ones.

Item 2.5 Training and Development of Governing Bodies

Of the total respondents 15(12,5%) felt that training and development of governing bodies was a minor challenge, 85(78,3%) felt it was a challenge and lastly 23(19,2%) felt

it was a serious challenge. Lack or insufficient training and development is a common problem, (c.f 2.7.5). This implies that the SGB members are not satisfied with their training and development.

Item 2.6 Feeling Negative about the School

Table 4.3 shows that 78(65%) felt that feeling negative about the school was not a challenge, 17(14,2%) felt it was a minor challenge, 25(20,8%) felt it was a challenge. The majority (97,5%) felt it was not a problem. Lemmer and Squelch, (1993:26) states that parents may see the school as unhelpful because they themselves have experienced failure in school. It is not the case in this regard, this could be because (79, 2%) of the respondents are holding qualifications above secondary education (c.f 4.3.6).

Item 2.7 Feeling not Valued

Table 4.2 reveals that 75(62,5%) of the respondents felt that feeling not valued is not a challenge, 30(25%) felt it was a minor challenge, 15(12,5%) felt it was a serious challenge. The implication of this finding is that SGB members do not feel that they are not being valued.

Item 2.8 Implementing Admission Policy

Of the total respondents 102(85%) felt that implementing admission policy was not a challenge, 12(10%) felt it was a minor challenge, 6(5%) felt it was a challenge. Although Taue (2005:44) says SGB's find it difficult to control learners who migrate from other schools and immigrate their schools due to poor previous scholastic achievement because the Act says they must be admitted irrespective of whatever reason (c.f 2.8.1), the findings of this study suggest that SGB members do not find it difficult to implement admission policy.

Item 2.9 Implement Religious Policy

Table 4.3 shows that 45(37,5%) of the respondents felt that implementing religious policy was not a challenge, 35(29,2%) felt it was a minor challenge, 25(20,8) felt it was a challenge and 15(12,5%) felt it was a serious challenge. Although our religious beliefs are diversified (c.f 2.8.3), the findings of this study suggest that SGB members do not find it difficult to implement religious policy.

Item 2.10 Maintain Discipline

Of the total respondents, 40(33, 3%) felt that maintaining discipline was not a challenge, 45(37,5%) felt it was a minor challenge, 20(16,7%) felt it was a challenge and 15(12,5%) felt it was a serious challenge. This implies that most SGB members do not find maintaining discipline difficult.

Item 2.11 Creating a safe Environment

Table 4.3 reveals that 40(33,3%) respondents felt that creating a safe environment was a minor challenge, 20(16,7%) felt it was a challenge, 60(50%) felt it was a serious challenge. SGBs are finding it difficult to develop policies (c.f 4.4). They are expected to draw a safety plan to protect their children, teachers and visitors from any danger that may befall the school (c.f 2.8.5). The findings of this study suggest that most SGB members find it difficult to create a safe environment. They need empowerment as far as creating a safe environment.

Item 2.12 Prevention of Drug Abuse

Table 4.3 shows that 15(12,5%) respondents felt that the prevention of drug abuse was a minor challenge, 30(25%) felt it was a challenge and 75(62,5%) felt it was a serious challenge. Kirsten, (1997:201) states that today's youth get access to different types of

drugs. This causes a lot of damage in schools and in society. The findings of this study suggest that SGB members feel that prevention of drug abuse needs attention.

It is evident from the findings of this study that SGB's do have challenges when carrying out their duties. Intervention through training programmes can help alleviate the challenges.

4.6 School Governing Body Members Views on other Challenges facing them

The respondents were asked to mention other challenges that they come across while carrying out their duties and responsibilities in an open space provide in the questionnaire. The responses of the respondents are summarized below in table 4.4. Content analysis was employed to analyse the views of the respondents.



TABLE 4.4**SGB's Views on the Challenges facing them in Rank order**

Rank	Challenges	Frequency	Percentage (%)
1.	Departmental policies are not explained to them	98	81,7
2.	Parents do not pay school	75	62,5
3.	Parents pay school fees late	60	50
4.	Poor attendance of meetings by the parents	45	37,5
5.	No team work amongst the SGB members	20	16,7

In item 1, table 4.4 indicates that 98(81,7%) of the respondents felt that the departmental policies were not explained to them. SGB's need support in this regard so that they can function within the parameters of the policies.

In item 2, table 4.4 shows that 75 (62, 2%) respondents felt that parent do not pay school fees. This makes it difficult for them to run the school without funds. Parents need to be encouraged to pay.

In item 3, table 4.4 reveals 60 (50%) of the respondents felt that parents pay school fees late .This adversely affect the running of the school as funds are needed throughout the year..

In item 4, table 4.4 reveals 45 (37,5%) of the respondents felt that attendance of meetings by parents is poor. This affects implementation of decisions taken at such meetings. Parents need to be motivated to attend meetings as expected.

In item 5, table 4.4 shows that 20(16.7%) of the respondents felt that there is no team work amongst the SGB members. Although this is a small percentage, if not attended to it will have an adverse effect on the SGB's performance.

4.7 Other challenges

This section provides information from interviews of SGB members with regard other challenges they are faced with in the Zeerust APO. The following are their responses:

Training issues

1. Training that is not relevant to our needs.
1. Training is always done in English because the manuals are written in English.

Meetings

2. Our meetings are held at awkward times.
3. Poor attendance of SGB meetings by other members.

Decision making

4. Parents not respecting decisions collectively taken e.g. paying money for “Letsema”.
5. The principal takes decisions alone in most cases.

Co-operation from parents

6. Parents apply late for admission of their children.
7. Parents do not pay school fee on time.
8. Some parents do not follow protocol when expressing their dissatisfaction e.g. Parents raising concerns with MEC without making the school aware.

Skills to attract donations

9. We do not know what to do to attract donors for our schools.

4.8 Summary

In conclusion it appears that few of the governors don't encounter some of the challenges on some of the items. From this empirical investigation it emerges that SGB's in the Zeerust APO encounter challenges in the following area:

- Making alternatives for learners in case of looming strike for teacher unions,
- Handling school legal issues,
- Visiting the school regularly,
- Providing facilities for the school,
- Developing policies,
- Dealing with school discipline,
- Having time to carry their work load,
- Providing appropriate training and development for the governing body,
- Prevention of drug abuse, and
- Pregnancy in schools,



The challenges could be ascribed to limited experience and training and development of SGB's on all above mentioned items.

Furthermore, it is observed that the governors encounter little or no challenges in some areas like:

- Giving financial report to parents annually,
- Recommending appointment of educators,
- Organizing educational tours,
- The level of literacy,
- Feeling negative about school,
- Feeling not valued, and
- Implementing admission policy

CHAPTER 5

Summary, Findings, Recommendations and Conclusion

5.1 Introduction

The purpose of this chapter is to provide a summary of the previous chapters. A summary of the major findings of the study is provided as well as discussions and recommendations.

5.2 Summary of main findings

Thus, this section will discuss the findings.

From the review of related literature which was done in chapter 2 the following findings were made:

- What it takes to become an effective governor (CF2.4).
- Research findings from other countries (CF2.5).
- Duties and responsibilities of governors such as developing policies, maintenance of discipline, visit schools, financial management, etc (CF2.6).
- Possible challenges that cause governing bodies to be ineffective, such as parents' illiteracy, time and workload, training and development (CF2.7).

In chapter 4, during the analysis of data from the respondents the found that School governing bodies encounter challenges such as:

- Developing school policies
- Suspend and recommend dismissal of learners in the school
- Provide facilities for the school
- Visit the school regularly
- Handle school legal issues

- Make alternatives for learners during teacher unions strikes
- Time and workload
- Creating a safe environment
- Prevention of drug abuse
- Pregnancy in schools

The general feeling of governors was that they should be empowered because they lack the relevant knowledge and skills for governance

5.3 Discussions

The study aims at identifying the aspects of SGBs which the respondents consider as problems and therefore require urgent attention. The findings are as follows:

- This shows that SGB's find it difficult to draft a budget (c.f item 1.2). Conradie (2007: 137) states that a budget is primarily a planning instrument. It seldom stands alone as a managerial function: it flows out of the managerial process of setting objectives and devising plans (c.f 2.6.9.3). The study suggests that drawing up a school budget is a difficult task for SGB's, they need support.
- School governors lack the capacity to deal with discipline and staff development. Lemmer and Squelch (1993:89) argues that this is a challenge to governors and it is not easy for them to form or establish a strong link between teachers and parents so that solutions can be found (c.f 2.8.4), this suggest that SGB members are not clear about dealing with school discipline. They need to be empowered about the issue.
- The majority of the respondents felt that making alternatives for learners in case of a looming strike for teachers unions was a serious challenge. This implies SGB members find it difficult to make alternative for learners during teacher strike

period. This is because most principals are members of the unions, and they also support their unions during the industrial actions.

- The study further shown that that developing policies was a serious challenge for school governors. This could be a challenge because when such policies are developed SGB's should ensure that they follow the vision and mission of the school, stakeholders are consulted and it should be put into practice and checked for progress (c.f 2.6.3). As SGB's lack such skills, this suggest that they need support to carry out this exercise.
- School Governing Bodies felt that their level of knowledge of educational issues was a challenge. Lemmer and Squelch (1993:143) argue that not all schools are fortunate to be served by skilled professionals. Even if there are professional parents or governors on the governing body, it does not mean they are familiar with or knowledgeable about complex educational matters (c.f 2.7.3). This implies that most SGB members lack knowledge of educational issues. They need empowerment as far as educational issues are concerned.
- It is evident that from this study that SGB's do not have adequate time to manage their work i.e. it was a serious challenge. This implies that SGB members lack time to attend to their duties and are also overloaded with work. Lemmer & Squelch (1993:143) argue that governors do not have the necessary time to devote to regular council meetings, especially lengthy ones.
- Lastly SGB's felt that prevention of drug abuse in schools was a serious challenge. Kirsten (1997:201) states that today's youth get access to different types of drugs. This causes a lot of damage in schools and in society. The findings of this study suggest that SGB members feel that prevention of drug abuse needs attention.

It is evident from the findings of this study that SGB's do have challenges when carrying out their duties. Intervention through training programme:s can help alleviate the challenges.

5.4 Recommendations

The following are recommendations of this study:

Recommendation 1

There should be regular training of SGB members with specific reference to South African Schools Act, (1996:58). This is important because if people do not know exactly what is expected of them, they will not become effective and efficient in what they do.

Recommendation 2

Training of the SGB's should be informed by their training needs. The Department of education should not adopt a "one size fit all" approach when preparing for training of governing bodies. A baseline study should be conducted to inform the content of the training manuals.

Recommendation 3

The use of language SGB members understand best in the training manuals and during training sessions should be encouraged. This is important for effective training to take place. Otherwise training of SGB's will become a costly exercise which does not yield any results.

Recommendations for other challenges:



1. The department should intervene on the issue of union interference.
2. Parents should be encouraged to pay school fee on time.
3. Meetings should be held at a convenient time in order to allow SGB members to attend. Members should also be motivated to attend meetings.
4. The **principals** should be advised to consult before decisions are taken.
5. SGB members should be trained on how to attract donors for their schools.

6. Parents should be informed of communication channels.
7. Parent should be encouraged to honour their decisions.

5.5 Conclusions

Governors are elected and serve in the governing body for a specific period. As new members are elected and given portfolios in the SGB, a thorough training has to be done to support them. This will assist them to make meaningful contribution in school development.

Furthermore, for SGB's to exercise their authority freely, a thorough guidance is needed. The principals, old governing body members and the department officials should offer their skills as far as job performance is concerned.

The school governors are expected to effectively by government even if they have not been well trained to meet the needs of their customers. Skills are still needed to meet the challenges in education at large.

As the government is allocating section 21 schools with subsidies according to the national quintiles and some schools are given the no-fee school status, financial management skills are very essential and need immediate attention for effective administration of school finances.

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APPENDIX

THE QUESTIONNAIRE FOR GOVERNING BODY MEMBERS

Introduction

The purpose of this questionnaire is to find out the challenges facing School Governing Bodies in the Zeerust Area Project Office. The information given will be treated with the strictest confidence

SECTION A: BIOGRAPHICAL INFORMATION

Please indicate your response to each question by crossing (X) in the appropriate box.

1. Your age category in years

Below 30	1
30 – 34	2
35 – 39	3
40 – 44	4
45 – 49	5
50 – 54	6
55 – 59	7
60 and above	8

2. Sex

Male	1	Female	2
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3. Marital status

Married	1	Separated	4
Unmarried	2	Divorced	5
Widow	3		

4. Period of service in the governing body

Less than a year	1	7 – 9	4
1 – 3 years	2	10years and more	5
4 – 6 years	3		

5. Your position in the governing body (can be more than one answer)

Chairperson	1	Other (specify)-----	4
Teacher's representative	2	-----	
Principal	3	-----	

6. Highest academic qualifications (choose only one)

Never been to school	1
Primary school	2
Secondary school	3
Diploma	4
1 st Degree	5
Honours Degree and above	6

SECTION B

1. Is carrying out the following duties and responsibilities a challenge? (Use the key below)

1 Not a challenge	2 A minor challenge	3 A challenge	4 A serious challenge			
1.1 Determine school fees			1	2	3	4
1.2 Develop school policies			1	2	3	4
1.3 Draw up a school budget			1	2	3	4
1.4 Call annual parents meeting			1	2	3	4
1.5 Give financial report to parents annually			1	2	3	4
1.6 Deal with school discipline and staff development			1	2	3	4
1.7 Administer and maintain the school			1	2	3	4
1.8 Suspend and recommend dismissal of learners in the school			1	2	3	4
1.9 Organize educational tours			1	2	3	4
1.10 Provide facilities for the school			1	2	3	4
1.11 Visiting the school regularly			1	2	3	4
1.12 Handle school legal issues			1	2	3	4
1.13 Recommend appointment of teachers			1	2	3	4
1.14 Make alternatives for learners in case of a looming strike teacher unions			1	2	3	4
1.15 Bargaining with teacher unions on local matters			1	2	3	4

2. Challenges. Are the following issues a challenge to you? (Use the key below)

1	2	3	4			
Not a challenge	A minor challenge	A challenge	A serious challenge			
2.1 The level of literacy			1	2	3	4
2.2 Co-operation between the SGB and the principal			1	2	3	4
2.3 Level of knowledge of educational issues			1	2	3	4
2.4 Time and workload			1	2	3	4
2.5 Training and development of governing bodies			1	2	3	4
2.6 Feeling negative about the school			1	2	3	4
2.7 Feeling not valued			1	2	3	4
2.8 Implementing admission policy			1	2	3	4
2.9 Implementing religious policy			1	2	3	4
2.10 Maintaining discipline			1	2	3	4
2.11 Creating a safe environment			1	2	3	4
2.12 Prevention of drug abuse			1	2	3	4
3.13 Pregnancy in school			1	2	3	4

4. Give a list of the challenges that you are faced with as a member of the governing body:

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5. What solutions do you suggest to address the above –mentioned challenges?

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